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ABSTRACT

This module, one in a series of competency-based administrator education learning packages, focuses on specific professional competencies needed by vocational education administrators. The competencies upon which these modules are based were identified and verified through research as being important to the success of local administrators of vocational education at the secondary or postsecondary levels. The materials are designed for use by administrators or prospective administrators working individually or in groups under the direction of a resource person. This module is designed to give vocational education administrators the background information and skills needed to select appropriate promotional activities and techniques, coordinate their development and implementation, and monitor and evaluate their success in achieving the goals and objectives established for the school's promotional program. This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves. Resources are suggested. The final learning experience requires the student/administrator to demonstrate an actual administrative situation in which the vocational education program can be promoted to the satisfaction of a resource person who is assessing competence in the situation. (KC)

ED236386

Promote the Vocational Education Program

MODULE
LT-F-2

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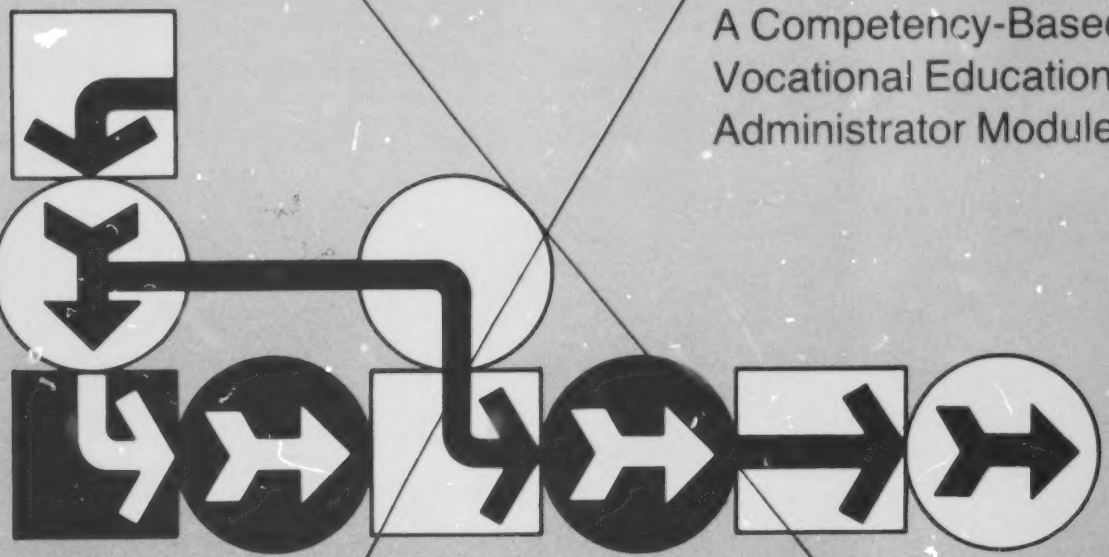

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Promote the Vocational Education Program

MODULE
LT-F-2

Module LT-F-2 of Category F—
School-Community Relations

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of
Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
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FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

While six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on promoting the vocational education program. Karen M. Quinn, Program Associate, assumed

the major responsibility for reviewing the literature and for preparing the actual manuscript. Recognition also goes to the two consultants who helped conceptualize the module and prepared draft materials for the manuscript: Robert T. Carter, Administrative Assistant, Career and Vocational Education, Jefferson County Board of Education, Birmingham, Alabama; and James E. Frasier, Director, Career Education, Dayton Public Schools, Dayton, Ohio.

Acknowledgement is given to the three official reviewers who provided critiques of the module and suggestions for its improvement: Robert G. Brown, Director of Vocational Education, Mercer County Area Vo-Tech School, Mercer, Pennsylvania; Frederick L. Champagne, Assistant Director of Occupational Education, Glen Falls, New York; and Jack E. Lilie, Occupational Director, Hamilton-Fulton-Montgomery BOCES, Johnstown, New York.

Credit goes to Lois G. Harrington, Program Associate, who helped to refine the module for publication after field testing; and to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to James B. Hamilton, Senior Research Specialist, for his helpful assistance; and to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, James Haire, George Kosbab, Patricia Lindley, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, Wayne Ramp, and Kenneth Swatt for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

In the business world, any product that achieves success does so, in part, because it has been advertised or promoted in a variety of ways. This promotion serves to make potential customers aware of the product's existence and knowledgeable about how it can help them. For similar reasons, vocational education programs at the secondary and postsecondary levels must be promoted if they are to reach the maximum number of students that they are designed to serve. Excellent vocational programs are virtually worthless if the students they should be serving are unaware either of the programs themselves or of the relevance of these programs to their present needs or career aspirations. For example, if an institution plans to offer a new vocational program or to increase its service to special needs populations, the only way in which the target audience will know of these plans is through promotion.

In addition, promotion is a means of developing and maintaining a solid base of community support for the institution and its vocational programs. You will probably immediately think of the need for accountability: to provide evidence to the taxpayers that your institution is serving them well. This is a real concern today. Furthermore, your institution is located within a geographic community; a portion of your students live within that community; your courses are, in part, designed to meet community needs; and some of your students will be employed--now or in the future--within this community. Thus, it is critical that you keep the community informed of your institution's goals, objectives, activities, and achievements. It is through providing such information that you gain support: support of employers in hiring co-op students, support of citizens in attending school-sponsored activities, and support of community members in using the school's services, such as the student-run auto repair shop. Given quality vocational programs, a well-informed public is likely to be an understanding and supportive public.

As a vocational administrator, you are likely to have major responsibility for planning, coordinating, and monitoring the implementation of an effective public relations program for your institution. The promotion of your vocational program requires a well-developed plan, and the skilled execution of that plan, if the program is to achieve maximum effectiveness.

This module is designed to give you the background information and skills needed to select appropriate promotional activities and techniques, coordinate their development and implementation, and monitor and evaluate their success in achieving the goals and objectives established for the promotional program.

The President, Trustees
and Faculty

Cordially Invite You to Attend

the
Third Annual
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one to five pm

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- *View the outstanding facilities of one of the state's most progressive technical colleges*
- *See students conduct experiments, demonstrate scientific and technical equipment*
- *Ask faculty about our varied courses*
- *Talk to administrative staff about job opportunities, programs, registration*

MAKE SMITHVILLE TECHNICAL COLLEGE AN IMPORTANT STOP ON SUNDAY

Module Structure and Use

This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objectives for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, promote the vocational education program. Your performance will be assessed by your resource person using the "Administrator Performance Assessment Form," pp. 97-100. (Learning Experience IV)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the procedures for, and the administrator's role in, promoting the vocational education program. (Learning Experience I)
2. After completing the required reading about alternative promotional techniques, (1) plan an open house for a given situation, and (2) critique four promotional items developed in preparation for that open house. (Learning Experience II)
3. Given background information on a hypothetical school situation, develop a plan to promote the vocational education program in that situation. (Learning Experience III)

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Bagin, Donald; Grazian, Frank; and Harrison, Charles H. School Communications Ideas that Work: A Public Relations Handbook for School Officials. Chicago, IL: Nation's School Press, McGraw-Hill Publications Co., 1972.
- REFERENCE: American Vocational Association. Promoting Vocational Education: A Public Relations Handbook. Washington, DC: The American Vocational Association, 1978.
- REFERENCE: Farlow, Helen. Publicizing and Promoting Programs. New York, NY: McGraw-Hill Book Company, 1979.
- ONE OR MORE ADMINISTRATORS experienced in planning and conducting promotional activities whom you can interview.

Learning Experience II

Optional

- REFERENCES: The Center for Vocational Education. Professional Teacher Education Module Series. Athens, GA: American Association for Vocational Instructional Materials, 1978. Refer to the following modules in this series:
  - G-1, Develop a School-Community Relations Plan for Your Vocational Program
  - G-2, Give Presentations to Promote Your Vocational Program
  - G-3, Develop Brochures to Promote Your Vocational Program
  - G-4, Prepare Displays to Promote Your Vocational Program
  - G-5, Prepare News Release and Articles Concerning Your Vocational Program
  - G-6, Arrange for Television and Radio Presentations Concerning Your Vocational Program
  - G-7, Conduct an Open House

Learning Experience III

Required

- A RESOURCE PERSON to evaluate your competency in developing a promotional plan.

Learning Experience IV

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can promote the vocational program.
- A RESOURCE PERSON to assess your competency in promoting the vocational program.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

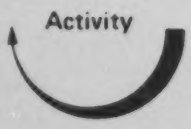
> Guide to Using Competency-Based Vocational Education Administrator Materials. Athens, GA: American Association for Vocational Instructional Materials, 1977.

This module addresses task statement numbers 74, 100, 107, 108, 116, 120-122, and 125-130 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

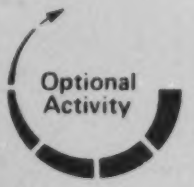
Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the procedures for, and the administrator's role in, promoting the vocational education program.



You will be reading the information sheet, "Promoting the Vocational Education Program," pp. 9-27.



You may wish to read one or more of the supplementary references, Bagin, Grazian, and Harrison, School Communications Ideas that Work: A Public Relations Handbook for School Officials; American Vocational Association, Promoting Vocational Education: A Public Relations Handbook; and/or Farlow, Publicizing and Promoting Programs.

You may wish to interview one or more administrators who are experienced in planning and conducting promotional activities for their vocational programs.

continued

You will be demonstrating knowledge of the procedures for, and the administrator's role in, promoting the vocational education program by completing the "Self-Check," pp. 29-30.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 31-33.

Activity

For information on the need for promoting the vocational education program, and procedures for planning, implementing, and evaluating the promotional program, read the following information sheet.

PROMOTING THE VOCATIONAL EDUCATION PROGRAM

In recent years, vocational education programs have grown rapidly, in both size and number. At the same time, people from all areas of the community, state, and nation are demanding greater accountability from education, including vocational education. But many individuals, both inside and outside the field of education, have at best only a vague notion of what vocational education really is. They do not understand the unique characteristics, the philosophy, or the major goals of vocational education programs. If the public is expected to support vocational education programs, then it must be provided with adequate information about program goals and activities. Thus, a well-planned promotional program is needed to accomplish the following:

- Provide information concerning the nature of the vocational programs (e.g., what programs are available, what they do, how they do it, and who is eligible)
- Clarify the philosophy, goals, and objectives of the vocational programs
- Publicize and promote program activities and outcomes
- Create an awareness of program needs

As a vocational administrator, one of your responsibilities is to ensure that all publics (both within the school system or institution and in the community) have the information they need to make informed decisions and judgments concerning the vocational program. Your major role will probably be in the area of planning the promotional program and in monitoring and coordinating the efforts of others.

The scope of the promotional program, and the degree of direct responsibility you will have for carrying out promotional activities, will depend on your particular situation. Many school districts and postsecondary institutions have a public information office (or officer) responsible for preparing news releases and other publicity materials and for working with the news media. In smaller districts and institutions, however, the responsibility for program promotion may rest entirely with the administrator and instructional staff. In either case, the

procedures for planning and implementing promotional activities are the same. The difference lies in the number of activities that can be accomplished and the number of people who will be available to carry them out. Regardless of your situation, however, there will be certain public relations activities that will require your direct and active involvement (e.g., making public presentations on school programs and activities).

Planning the Promotional Program

A good promotional program requires careful planning. You need to know well before the beginning of the school year who needs to be reached, what needs to be promoted, and how it will be done. Haphazard or last-minute promotional efforts will likely leave some key publics uninformed and some important areas and events inadequately covered.

The first step in developing your promotional plan is to gather basic information concerning your vocational program and past promotional efforts. Specifically, you need to know the following:

- What is the philosophy of your district or institution regarding vocational education? How is vocational education defined?
- What courses/programs are offered? Whom do they serve? Where are they located? How many students are enrolled? What are the enrollment deadlines?
- What are the public relations (PR) policies and guidelines of your district or institution? Is PR spontaneous or controlled? Who approves PR activities and materials? Is there a public information office or officer? Is there a PR budget? (If your school system or institution has not spelled out public relations and communications policies, you should prepare and recommend such policies, with input from other staff. Sample 1 is an example of such a policy statement from a district with a public information office.)
- What promotional activities have been conducted in the past? What materials (e.g., brochures) have been developed? Who has received information? When has information been released?

Armed with this kind of information, you can begin to determine where you need and want to go in your promotional efforts. In making these plans, you should involve others in the school and community. Good public relations is everyone's business. The input of instructors, students, parents, advisory committee

SAMPLE 1

PHILOSOPHY OF OFFICE OF PUBLIC INFORMATION REGARDING PROMOTION OF EVENTS AND PROGRAMS

The operation of a public school system is of public interest and concern. The board believes that the greatest benefit to the students and to the total community can be realized by supporting the public's right to be informed as fully and accurately as possible, through the dissemination of information regarding the school system.

Therefore, the board has established the Office of Public Information, which shall aid the board in fostering a positive school image throughout the community. It shall establish and maintain reciprocal processes of communication between the school system, its personnel, and the total community.

The Office of Public Information has a service function. Working with the superintendent, division heads, principals, teachers, students, and others, it shall at appropriate times prepare and disseminate news releases, publicize through its own channels, and encourage external media to publicize noteworthy news events and programs originated by students and school personnel.

With high-quality education as its goal, the board wishes to secure and maintain support for the school system through the development of an attitude of understanding and cooperation between the school system and the community. The board believes that a public that is made aware of the positive results of its tax money will be a supportive public.

Therefore, the Office of Public Information shall systematically identify notable events and programs throughout the school system for promotion internally and externally. It shall develop and implement inservice training programs and otherwise assist school personnel in local efforts for the promotion of school events and programs.

members, and others who have a stake in the vocational program and how it is perceived can be extremely helpful to you. Seeking this input is, in itself, a part of good public relations. You may want to organize a permanent or ad hoc promotional advisory committee to help you develop ideas and plans and, later, to help you implement these plans. In addition, each vocational instructor should be responsible for (1) planning how to promote his/her program, and (2) providing you with information on program activities and accomplishments that can be used in the larger promotional program.

Identifying the Audiences to Be Reached

An effective promotional program is built on communicating the right message, at the right time, to the many groups within the school and community whose understanding and support of the vocational program are needed. By reviewing the background information you have gathered on past promotional activities and their target groups, and by getting input from your promotional advisory committee or other staff, you can generate a list of all your potential publics. Following are the types of publics with whom you may need to maintain communication:

Internal Publics	External Publics
Vocational teachers	Prospective students
Academic teachers	Former students
Guidance counselors	Parents
Current students	General taxpayers
Building administrators (e.g., principals of feeder schools)	Representatives of business, industry, labor
Board of education/trustees	Legislators
Advisory committees/councils	Community agencies
Support staff	Civic groups
Administrative/supervisory staff	Professional organizations
	Media personnel
	State agency personnel

Although this is a fairly comprehensive list, there may be other audiences, specific to your situation, who will need to be considered. It is likely, however, that not every group listed will be of concern in your setting. For example, if you are in a postsecondary setting, you will probably need to be less concerned with reaching students' parents, and more concerned with students' "significant others" (e.g., spouses). The local

director of an area vocational school would include the principals and counselors of feeder schools as key audiences. The director of vocational education in a comprehensive high school, on the other hand, would need to maintain communication with the building principal, among others.

Each of your audiences needs to be kept informed and to be encouraged to support program goals and activities. In making your promotional plans, however, you should identify your key target audiences--the persons and groups upon whom you need to focus the most attention, or special attention, during the year. Obviously, a key group upon which you want to make an impact is prospective students. The support of counselors and (if applicable) feeder-school principals is critical to your vocational program.[1] And, of course, without the support of employers and organized labor in the community, no vocational education program can survive.

As you identify your key target audiences, you need to examine the needs of your various internal and external publics. As you review what has been promoted in the past and who has received information, you need to ask certain related questions, such as the following:

- What information does each audience need?
- Does everyone have the information they need? (Are we communicating?)
- How is the vocational program perceived by our various publics?
- What do informal feedback, opinion polls, and other such indicators tell us about the need for doing a better job in reaching certain audiences?

Evaluation of your promotional efforts will be covered in some detail later in this information sheet. At this point, we need to emphasize that an honest appraisal of where you stand will help you determine which audiences should take priority in your planning, and what the focus of your efforts should be with these publics.

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1. For information on the priorities and techniques involved in student recruitment, you may wish to refer to Manage Student Recruitment and Admissions, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, 1981).

For example, it is an unfortunate truth that the greatest stigma concerning vocational education is often found within the school system or institution itself. You may find that you have a real job to do in overcoming a negative image of vocational education in the minds of persons who should know better but, for one reason or another, hold misconceptions about it. Guidance counselors, for example, can influence students' attitudes and educational decisions. Even with the best intentions, they may tend to dissuade "good" students from going into a vocational education program, consciously or unconsciously fostering the image of vocational education as a "dumping ground" for slower learners or problem students. Academic teachers often do not understand what vocational education is all about. On the basis of their own educational backgrounds and experiences, they may believe that the preparation of students for college should be the primary goal of educators, with vocational education as a last resort for students who can't do anything else.

Some groups in the community may share these negative attitudes. You may find, for example, that some minority groups associate vocational education with low-paying, low-prestige jobs and are resistant to any "track" that does not lead to college for themselves or their children. Other misconceptions may exist: based on past practices and their own experience, minorities, women, and other "nontraditional" groups may believe that there is little or no opportunity for them in vocational education or in certain occupations. If you identify these and similar attitudes among your various publics, you will need to target appropriate promotional activities and materials toward these audiences. This assumes, of course, that their perceptions are, in fact, inaccurate so far as your programs and the opportunities available to them are concerned.

We do not mean to suggest that all your promotional activities will be aimed at dispelling negative images, or that public relations means a continuous battle to correct false impressions. But you need to be aware of some very real and long-standing problems associated with promoting any vocational education program, and you need to be alert to the signals people in the school and community are sending out concerning vocational education. In your planning, you must recognize the need to promote the program within the system or institution as well as with outside publics. You must recognize that misunderstandings can exist between vocational and general education staff, and that promoting good relationships between these groups is an essential part of any promotional effort.

Once you have identified your target audiences, it would be helpful to develop a file, listing the names, addresses, and telephone numbers of various groups and individuals with whom you may be communicating in your promotional efforts. This will help you

in implementing activities and make it easier to delegate responsibilities to others. Include the names of persons in leadership positions, contact persons, and the opinion leaders. Who should be contacted if you want to get the straight facts, find out what people in a particular group are thinking, make an impact on group opinion, set up a meeting, get an article printed, locate a speaker, arrange a tour, or check a procedure? Some of these names will be obvious; identifying others may take some digging. A promotional advisory committee made up of representatives of your various publics can be of great help here.

Determining What to Promote

In the process of identifying your target audiences and the information they need, you will also be zeroing in on several of the areas that need to be promoted during the year. For example, if you determine that female students in the school system or institution are unaware of the opportunities now available to them in traditionally all-male occupations, you might target sex equity in vocational education for special promotional emphasis.

Not all your promotional efforts will be aimed at special, unusual, or problem areas, of course. For example, current and prospective students, counselors, and others need general program information (e.g., kinds of courses/programs available, locations, and enrollment deadlines), and any promotional plan you develop should address this need. If a new program is to be installed in the coming year, you will, of course, want to bring it to the attention of appropriate audiences. Publicizing student accomplishments (e.g., winning of contests) is simply good public relations (and human relations) practice, even in an environment in which the public is already highly informed and supportive. Current students need the reinforcement this sort of recognition can bring; prospective students need to know the kind of success experiences available through vocational education; employers need to be reminded of the sort of talent available to them; and taxpayers need visible evidence of the good use to which their dollars are being put.

A promotional advisory committee can be especially helpful in identifying what information your publics need and what aspects of the program should be highlighted during the year. Following are examples of the types of areas that might be targeted for promotion:

- General program data, (e.g., kinds of courses/programs, locations, enrollment deadlines)
- New programs
- Low-enrollment programs

- Adult education programs
- Special learning activities (e.g., home construction projects, first aid/paramedic training, restaurant operation)
- Sex equity of your programs
- Program availability for handicapped and other special needs students
- Student vocational organization activities
- Student success stories (e.g., contest winners, job placement and progress, cooperative program earnings, scholarships)
- Availability of graduates for employment; skills possessed by students
- Employment opportunities
- Need for new vocational facilities and/or equipment; need for support of a bond issue or levy

Setting Goals and Objectives

Based on your analysis of who you need to reach and what needs to be promoted, you can now (1) list your specific promotional goals and objectives, and (2) establish your promotional priorities. For example, if you have determined that you need to promote Career Center X (enrollments are down and decreasing steadily), you might list "improve the total enrollment in Career Center X" as one of your promotional goals. One objective to be met in reaching this goal might be "to provide each tenth grade student with appropriate program information on Career Center X."

In listing your goals and objectives, you need to determine what is essential and to set your priorities accordingly. You may not be able to do everything, given the funds, time, and personnel available. It might be more important, for example, to increase enrollments at Career Center X than to inform area legislators about your equipment needs. Ideally, you hope to accomplish all your promotional goals, but you need to be realistic. Establishing priorities will enable you to focus on the most critical areas if you find that you have been overly optimistic in your planning.

Identifying the Methods to be Used

The next step in the planning process is to determine which promotional methods and media you will use to accomplish your goals and objectives. To do this, you first need to review and

investigate the various methods and media available to you. In terms of the mass media, you need to find out exactly what types of media outlets are available in your community. Generally, the population size of your community will determine the number and types of mass media available. A large city will usually have a large number of newspaper, radio, and TV outlets. A small town or rural community may have only one newspaper or radio station, but will usually have a free community "Pennysaver" or other bulletin distributed to all homes.

You do not have to depend solely on the mass media, however, to promote your program. There are any number of promotional techniques and outlets available to you. You should aim for a variety of approaches, rather than depending on the same few tried-and-true techniques year after year. Following are some methods and media you should consider:

Mass Media: Radio and TV

- Public service announcements
- Talk shows
- Special-interest shows
- News items
- Educational programs

Mass Media: Newspapers, Magazines

- News releases
- Special-interest articles
- Announcements

Other Print Media

- Booklets
- Brochures, pamphlets, flyers
- Newsletters
- Bulletins
- Internal house organs; school newspapers
- Annual reports
- Letters
- Commendation statements and certificates
- Folders
- Posters
- Stickers (e.g., window, bumper, door)

Visual Media

- Photos
- Posters; bulletin boards
- Exhibits; displays in the school and community
- Booths

Audiovisual Media

- Slide/tape presentations
- Films; filmstrips
- Videotapes
- Audiotapes

Special Events

- Tours
- Open houses
- Career days
- Award ceremonies
- Vocational education week
- Employer-employee appreciation banquets

Other Techniques

- Speakers (speeches and presentations)
- Conferences; workshops
- Announcements on the school's public address system
- Informal contacts by you and other staff

When asked to share some of their public relations ideas, a group of local directors of vocational education came up with several techniques they have found to be effective, including the following:

- Action displays at a local shopping mall
- Booths at state and county fairs
- Special tabloid section in a local newspaper featuring all vocational programs and paid for by business/industry
- Open house conducted in coordination with the local student vocational organization's skill Olympics; demonstrations by students in other vocational programs
- Regular section on education in the local newspaper
- Regular cable TV program
- Student speakers at local civic clubs
- Involvement of advisory committee members during the school day so that they can see programs in action
- Quarterly participation on a local radio talk show
- Special education section in school newspaper
- "Co-op Corner" in local weekly newspaper, which features students and their employers
- Senior citizens taken on tours of the facility
- "Hundred Letter Club" in which participants from the educational association volunteer to write letters (e.g., to area legislators) upon notice
- Senior citizen discount card for school services
- Persons without transportation taken to the polls on election day
- Provision of clean-up/fix-up assistance for senior citizens
- Use of an academic teacher as a community relations coordinator, who works with local school and newspapers to provide information and write articles on vocational programs and activities
- Provision of a "community directory" compiled and published by faculty and students in the vocational programs
- Use of health occupations students to take blood pressure and of child-care students to provide babysitting services at a new YMCA

- Bloodmobile visit to school (set up by health occupations students)
- Cooperative education students at their training stations featured on the 6:00 p.m. news and in a TV "newsmagazine" program prior to Vocational Education Week

Remember that the promotional techniques you select must be appropriate to each of the following elements:

- Audience(s) to be reached
- What is to be promoted
- Available resources (e.g., money, staff)
- District/institutional policy

For example, if you want to let senior citizens know about the school services available to them at a discount, spot announcements on the local progressive rock station would be inappropriate and ineffective, to say the least. Announcements posted on the bulletin board of the senior citizens center, mass transit advertising (e.g., posters on buses), and contacts with agencies that serve older citizens (e.g., Area Agency on Aging) are just a few of the methods you could use to reach this audience and publicize the activities and benefits of your vocational program.

The amount of money and the number of staff available to you will limit what and how much you can do, but these constraints need not seriously curtail your promotional efforts. If funds and personnel are limited, you will have to be more creative in selecting techniques that give you the most visibility for the least amount of money and time expended. There are any number of free or very inexpensive promotional techniques you can use. With careful planning and organization, a few people can accomplish a great deal (e.g., a letter-writing or telephone campaign).

To select the best or most appropriate promotional techniques, you will also need to know the following: what each technique is, the audiences for which each is appropriate, the advantages and disadvantages of each, and how to use each technique effectively.

Scheduling the Promotional Program

After you have identified who needs to be reached, what needs to be promoted, and how it will be done, you should set up a calendar for the entire year that identifies (1) what is to be done, (2) who is responsible for each promotional activity, and

(3) when it is to be done. The calendar can be broken down on a monthly or weekly basis, depending on the level of specificity you need and want. In any case, you need to identify the dates of key events (e.g., National Vocational Education Week; enrollment deadlines) and then to schedule your promotional activities accordingly. By scheduling activities on a calendar, you can identify the related tasks and promotional activities needed (e.g., advance publicity for an open house scheduled during National Vocational Education Week). In addition, you can make sure that scheduled events do not conflict with other important events in the school or community--with busy times such as finals week or graduation, or with school holidays. Timing can be important in other ways, also. One administrator learned how critical timing is when staff sent out a preliminary announcement concerning a bond issue. Unfortunately, it arrived in the mail the day after constituents received their school tax notices. As this administrator put it, "I need not tell you what happened to our bond issue."

All program publics need to be regularly reminded of the vocational program, its goals, its students, and its accomplishments. Thus, you should ensure that promotional activities are scheduled throughout the year. In addition, you should provide the media with a continual flow of information; editors and program directors decide what and how much to use. Sample 2 is a partial time line showing promotional activities scheduled by one school before and during National Vocational Education Week. Sample 3 is a calendar of events listing the promotional activities to be accomplished during the entire year. Specific dates and details would be filled in as they were determined.

Implementing the Promotional Program

If you have made careful plans and involved others in the planning process, implementing your promotional program becomes a matter of assigning responsibilities, monitoring activities, and providing whatever support is needed to carry out your plans.

All involved persons must be informed of their responsibilities in carrying out the tasks necessary to meet the objectives identified. If one objective is "to provide each tenth grade student with appropriate program information on Career Center X," you might have identified "distribution of program description sheets (flyers, brochures)" as one method for accomplishing this objective. Obviously, before they can be distributed, these sheets must be developed. This task could logically be assigned to the instructors of the various programs. Distribution might be handled by counselors and/or instructors, with the approval and involvement of building administrators.

SAMPLE 2

NATIONAL VOCATIONAL EDUCATION WEEK (NVEW) PUBLICITY TIME LINE

Date	Contact Person	Activity
Dec. 12-15	Nancy Thichol (Public Information Officer)	Memo to Jim Frasier requesting information about NVEW, along with ideas for possible feature stories.
Dec. 18-22	Nancy Thichol	Contact WHIO, WDTN, WKEF, WZWE to ask if NVEW can be publicized on community affairs program.
	Nancy Thichol	Write public service announcements.
	Nancy Thichol	Write memo informing school newspaper editors of event.
Dec. 26-29	Nancy Thichol	Mail memo to school newspaper editors.
	Nancy Thichol	Find out if a press kit has been sent.
Jan. 2-5	Jim Frasier	Send Nancy Thichol ideas for feature stories, along with a fact sheet on vocational education.
	Jim Frasier	Arrange for students to speak on vocational education at downtown service clubs.
Jan. 8-12	Nancy Thichol	Request information on how a proclamation from the mayor's office is acquired.
	Nancy Thichol	Gather slides for television appearances.
	Jim Frasier	Check with Mary White about the possibility of having a member of the board of education read a resolution commending the local vocational program.
Jan. 22-26	Nancy Thichol	Make arrangements to have proclamation signed.
	Jim Frasier	Supply Mary White with information regarding resolution.
Jan. 29-Feb. 2	Nancy Thichol	Discuss with Daily News editor the possibility of doing a feature story on vocational education.
	Nancy Thichol	Mail NVEW announcements to high schools to be read over PA system.
	Nancy Thichol	Mail NVEW public service announcements to media, along with public service announcement regarding Patterson open house.
Feb. 5-9	Jim Frasier	Have active parent or student write letter to editor praising local vocational education program.
	Nancy Thichol	Confirm radio and TV appearances.
	Nancy Thichol	Mail feature story ideas to media.
Feb. 12-16 (NVEW)	Jim Frasier	Complete circuit of talk shows.
	Jim Frasier	Attend signing of mayor's proclamation.
	Jim Frasier	Attend civic meetings at which students will be speaking. Have resolution read at board meeting.
	Nancy Thichol	Have resolution and proclamation reproduced for schools.

SAMPLE 3

MERCER COUNTY VOCATIONAL-TECHNICAL SCHOOL
PUBLIC RELATIONS CALENDAR

Date	Activity	Person Responsible
AUGUST		
4th Week	Adult Education Preregistration Begins	R. Petrie
	Graduation Exercises for the Practical Nursing Class	M. O'Mahony
	Assembly for New Students	A. Ruzanic
	Practical Nursing Newspaper Article (Graduation)	M. O'Mahony
SEPTEMBER		
1st Week	Adult Education Fall Registration	R. Petrie
	Assembly for New Students	A. Ruzanic
	Letter to Day/Night Instructors Concerning Adult Education Class Schedule	R. Brown
2nd Week	Adult Education Classes Begin, 1st Session	R. Petrie
3rd & 4th Weeks	Ninth Grade Assemblies at Home Schools	J. Brown
OCTOBER		
All Month	Ninth Grade Students Tour with Photo	J. Brown
1st Week	Informal Discussion with Selected Parents	R. Brown
	Machine Shop: Parents Day with Photos	C. Gensamer
	One-day Tours at Selected High Schools	J. Brown
	Capatone Newspaper Article	D. Karns
2nd Week	One-day Tours at Selected High Schools	J. Brown
	Building Construction: Parents Day with Photos	E. Kerr
	Electricity: Newspaper Photos	R. Kennedy
3rd Week	Full-time Vocational Program: Parents Day with Photos	M. Prentiss
	One-day Tours at Selected High Schools	J. Brown
	Distributive Education: Newspaper Article and Photos	R. McConnell
4th Week	Drafting and Design: Parents Night with Photos	J. Misik
	One-day Tours at Selected High Schools	J. Brown
	VICA Leadership Workshop	J. Brown
NOVEMBER		
1st Week	Rap Session (Administrator, Instructor, and Students)	R. Brown
	Distributive Education and Warehousing: Parents Day with Photos	W. Liptak
	National Career Guidance Week (Tentative)	J. Brown
2nd Week	Diversified Occupations: Newspaper Article and Photos	D. Reznor
3rd Week	Auto Mechanics: Field Trip with Photos	D. Reiter
4th Week	Electricity: Parents Day with Photos	R. Kennedy

Date	Activity	Person Responsible
DECEMBER		
1st Week	Christmas Display for Commons Area at the Vo-Tech	S. McConnell
	Communications: Newspaper Photos	R. Miller
2nd Week	Newspaper Photo of Christmas Window Displays	R. McConnell
3rd Week	Advisory Council Dinner	R. Brown
	Christmas Assembly	A. Ruzanic
JANUARY		
	Local VICA Contest	J. Brown
1st Week	Adult Education Registration Begins	R. Petrie
2nd Week	Applications for the 1980 Vo-Tech Students Due at the Home Schools	J. Brown
3rd Week	Diesel Mechanics: Parents Day with Photos	R. Magee
	Letter to Day/Night Instructors Concerning Adult Education Class Schedule	R. Brown
4th Week	Adult Education Classes Begin, 2nd Session	R. Petrie
	Data Processing and Warehousing: Newspaper Article and Photos	P. Anthony
FEBRUARY		
	District VICA Conference	J. Brown
1st Week	District DECA Conference	N. Liptak
	Rap Session (Administrator, Instructor, and Students)	R. Brown
2nd Week	Full-time Vocational Program: Newspaper Article and Photos	M. Prentiss
	National Vocational Education Week	R. Brown
3rd Week	Appliance Servicing: Parents Day with Photos	E. Pitcher
4th Week	Building Construction: Newspaper Photo	E. Kerr
MARCH		
1st Week	Informal Discussion with Selected Parents	R. Brown
	Graduation Exercises, Practical Nursing Class	N. O'Mahony
	Practical Nursing: Newspaper Article and Photos	N. O'Mahony
	Selection of New Students for Upcoming School Year	J. Brown
2nd Week	Summer School Preregistration Begins	J. Brown
	Newspaper Article and Photos of Cosmetology Style Show	S. Short
3rd Week	Diversified Occupations: Parents Day with Photos	D. Reznor
4th Week	Newspaper Article and Photo of Food Services Senior Banquet	M. Arnold

Date	Activity	Person Responsible
APRIL 1980		
1st Week	Practical Nursing Class Begins	M. O'Mahony
	Health Assistant: Newspaper Photos	L. Kellogg
2nd Week	Art Show and Sale (Tentative)	R. Matovich
3rd Week	Data Processing: Parents Day with Photos	P. Anthony
	State DECA Conference	M. Liptak
	Environmental Technology: Newspaper Photos	A. Pane
	VICA State Leadership Conference	J. Brown
4th Week	School Board Convention	R. Brown
	Fashion Show (Tentative)	S. McConnell
	Capstone Employers' Banquet with Photos (Tentative)	D. Karns
MAY		
1st Week	Diversified Occupations: Employer/Employee Breakfast	D. Reznor
	Diesel Mechanics: Newspaper Photos	R. Magee
2nd Week	Welding: Parents Day with Photos	L. Powell
3rd Week	Adult Education Summer School Registration	R. Petrie
	Capstone Newspaper Article	D. Karns
4th Week	Awards Day	A. Ruzanic
JUNE		
1st Week	Adult Education Summer School Classes	R. Petrie
4th Week	National DECA Conference	M. Liptak
	VICA National Leadership Conference and U.S. Skill Olympics	J. Brown
JULY		
2nd Week	State FFA Convention	G. David
3rd Week	First Adult Education Summer Session Ends	R. Petrie
	Second Adult Education Summer Session Begins	R. Petrie

The point is that, as an administrator, you need to delegate as many tasks as possible, both because you can't do everything yourself, and because involvement of others is essential to good public relations. Be certain that each person has a copy of the promotional calendar/time line, and then monitor activities to ensure that deadlines are being met. Plan ahead by checking the time line to see what arrangements, contacts, etc., need to be made (e.g., transportation for a tour). Review and approve materials as needed. Even if a public information officer is in charge of coordinating the planned public relations program, you need to work closely with that person and check to ensure that the information being given the public (e.g., in news releases or brochures) is accurate and clearly presented.

Evaluating the Promotional Program

We said earlier that, in planning your promotional program, you need to make an honest appraisal of where you stand with your various publics. To make this appraisal, you need to incorporate an ongoing, structured evaluation process into your promotional program. Evaluation is cyclical. Feedback concerning your vocational program and promotional efforts should be gathered on a regular basis. Modifications in subsequent promotional plans can then be made on the basis of this feedback, and these, in turn, should be evaluated as you develop new promotional plans.

To ensure a structured evaluation process, you need to decide in advance what you want to know, and how you will get that information. Following are some evaluative questions you can ask to help you assess your promotional program:

- Are our goals and objectives practical? Can they be evaluated? Are they worded clearly?
- Which promotional activities were most effective in terms of the numbers of people reached and the time and money spent?
- Which audiences were reached? Which were not?
- Were all planned activities completed? Why or why not?
- Were deadlines met? Why or why not?
- Was the vocational education staff involved in promotional activities? Were other key publics involved?
- How much "ink" (media coverage) did we actually get?

Some of these questions will be easy to answer, and any necessary improvements or changes simple to identify. If deadline X was not met because you couldn't find the time to write the article or make the arrangements, in the future you may have

to provide for more lead time or delegate more tasks to others. Answering a question such as "which audiences were reached, and which were not," on the other hand, goes to the heart of your promotional program. It requires that you identify, and be sensitive to, the many kinds of feedback needed to answer such a question.

Primarily, you need to be alert to informal feedback from your internal and external publics--feedback such as the following:

- Questions raised following a presentation to a civic group
- Comments made during a teachers' meeting
- Issues that surface during your regular contacts with parents, advisory committee members, community leaders, and others
- Criticism (or praise) in letters to the editor

This kind of informal feedback can let you know how your publics feel about the vocational program, what information they need to have, and where your promotional program may have fallen short in the past.

Following are some other indicators[2] that can help you answer your key evaluative questions:

- Enrollment trends and dropout figures
- Placement figures
- Opinion surveys in the school and community
- Community voting results
- In-school student elections (What is the image of vocational students in your institution?)

If these feedback sources indicate that your vocational program is not well received, you need to honestly assess

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2. For information on methods for obtaining formal and informal feedback on your vocational program, you may wish to review Module G-10, Obtain Feedback About Your Vocational Program, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1978).

whether the problem lies in your promotional efforts, or in the vocational program itself. That is, a promotional program should not be designed to "sell" a poor product. If placement figures are low, and other feedback indicates that employers have doubts about your students' skills and preparation for the world of work, you need to investigate the source (and validity) of that doubt before assuming that it is merely a promotional problem. Evaluation of your promotional program, then, not only enables you to improve your promotional efforts, but is also a tool for pinpointing areas that may need improvement within the vocational program itself.

For more in-depth information on public relations, you may wish to read one or more of the following supplementary references.

- Bagin, Grazian, and Harrison, School Communications Ideas that Work: A Public Relations Handbook for School Officials. Designed for school administrators, this book is straightforward, readable, and full of tips on communicating with the public.
- American Vocational Association, Promoting Vocational Education: A Public Relations Handbook. This handbook contains a complete review of the many aspects of a good public relations program, material on identifying your internal and external publics, practical suggestions for how to use various media and methods, and a helpful reference list.
- Farlow, Helen, Publicizing and Promoting Programs. Very readable, practical, and up to date, this handbook is designed for persons responsible for publicizing and promoting continuing education programs, but it contains a great deal of useful information for anyone involved in promoting any program.

You may wish to arrange through your resource person to meet with vocational administrators experienced in planning and conducting promotional activities (e.g., one from a large institution with a public information officer; one from a smaller institution, who both develops and carries out promotional activities him/herself). At these meetings, you could discuss questions such as the following:

- What target audiences receive your greatest attention? Why? What media/methods appear to be most successful in reaching each audience?
- What media/methods seem to work best in reaching prospective students (parents, employers, board members, guidance counselors, etc.)?
- If you have a public relations budget, how do you justify it to your superiors? If you don't, how do you get the job done?
- If you have a promotional advisory committee, what kind of assistance has it been able to provide, and what types of people are on it?
- What kind of printed material do you have available on your programs (e.g., brochures, pamphlets)? Who prepares these materials, and what are the costs involved?
- What, if any, promotional programs have you developed for use with civic groups?
- Do you conduct student tours of the vocational facility? Describe who is involved, how much time the tours take, any natural obstacles or potential problems, the grade levels of the students involved, and so on.
- How do you get feedback concerning your vocational program and your promotional efforts? What kinds of misconceptions do you most commonly need to address in your promotional program?

The following items check your comprehension of the material in the information sheet, "Promoting the Vocational Education Program," pp. 9-27. Each of the four items requires a short essay-type response. Please respond fully, but briefly, to each item.

SELF-CHECK

1. Many people think of public relations as communications with people outside, or external to, the agency or organization. Why do you need to promote the vocational program within the school system or institution, as well as with outside publics?

2. You are watching a local Sunday morning talk show on TV; the mayor is being interviewed. During the interview, she states that the future of the community and the nation as a whole is in the hands of our college-bound youth. As a vocational administrator, what conclusions do you draw from this? What do you do?

3. Within your own community, identify the mass media outlets available for promoting vocational education. Be specific (i.e., don't just say "TV"; describe the types of TV outlets that exist and specific programs you could use as forums for promoting and publicizing vocational education).

4. What is the purpose of scheduling promotional activities on a calendar/time line? How detailed should this calendar be?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. Without the understanding and active support of persons such as instructors (both general and vocational), guidance counselors, feeder-school principals, and board members, your vocational program can't continue to do the job you want it to do. You can't assume that, just because people are educators or involved with education, they will automatically understand the purposes of vocational education and recognize its value to students and the community.

   In fact, the reverse is often true, even among vocational students and educators (who can be affected by the perceptions of others). And, even if you aren't fighting an "image" problem, you need to keep everyone--staff and students alike--regularly informed about your program offerings and activities. People need information if they are to make good choices or provide good advice to others. By publicizing programs, events, people, successes, and needs within the school system or institution, you not only make the vocational program visible, but also build a sense of pride, unity, and common purpose among diverse groups and individuals.

2. The mayor's statement gives you some important informal feedback on how vocational education is perceived by at least one opinion leader in your community. In this case, she seems unaware that vocational students are an essential resource, with their own important contributions to make to the community.

   Even if the mayor is aware of vocational education and the programs in the area, it appears that those responsible for promoting and publicizing your vocational programs have not been communicating with her very well concerning the nature and goals of the vocational program. By implication, you probably haven't done much promotional work within civic groups or the general community. How visible is vocational education among the general public in your community if the mayor can make this statement?

Based on this bit of feedback, you need to make the mayor and other community leaders a key target audience in your promotional planning. In addition to providing for more coverage of program activities, success stories, and the like by area media, you can do such things as (1) arrange for the mayor to make a tour of your facilities; (2) extend her a special invitation to an open house; (3) make presentations at meetings and community events where she and other community leaders will be present; (4) invite her to an advisory committee/council meeting; (5) include her on your mailing list for newsletters, bulletins, and internal house organs; and (6) in general, use your network of informal contacts to spread the word among key civic leaders.

3. Answers will vary depending on your situation. However, you should have investigated the following types of outlets and programs:

AM and FM radio

- Stations offering rock, classical, easy listening, or country music
- 24-hour news stations
- Farm-news stations
- Programming appealing to religious or ethnic interests

Commercial television

Educational television and radio

- Community bulletin board programs
- Panel discussions
- Debates
- Interviews

Newspapers

- Metropolitan and suburban dailies
- Weekly newspapers
- Community newspapers/shoppers' news

4. A master calendar--which identifies what is to be done, by whom, and when--makes implementing your promotional program a manageable task. It allows you to assign tasks (spreading the work load fairly) and monitor activities to ensure that deadlines are met. It enables you to see at a glance what

events are coming up and to plan your schedule, publicity, and arrangements accordingly.

Scheduling activities on a calendar also enables you to see whether you are "bunching up" your promotional efforts in one part of the year rather than spreading them out to ensure a timely and continuous flow of information and activities. It allows you to target activities for key times during the year, avoiding conflicts with other important events or busy times.

The calendar should be only as detailed as you need it to be. Some people need a big wall chart, with every step outlined in detail; others work just as well from a less formal list of "things to do." A good rule of thumb to use is to develop the calendar sufficiently so that someone else could look at your schedule and work from it--if you are ill, out of town, or suddenly snowed under with other tasks.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Promoting the Vocational Education Program," pp. 9-27, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading about alternative promotional techniques, (1) plan an open house for a given situation, and (2) critique four promotional items developed in preparation for that open house.

You will be reading the information sheet, "Reaching Your Audience," pp. 37-69.

You will be reading the "Case Situation," pp. 71-78, planning an open house for the situation described, and critiquing a public service announcement, a news release, a brochure, and a presentation outline developed in preparation for that open house.

You will be evaluating your competency in using promotional techniques to reach a given audience by comparing your responses to the "Case Situation" with the "Model Responses," pp. 79-85.

continued

You may wish to revise or rewrite the four promotional items you critiqued.

You may wish to review one or more of the supplementary references, The Center for Vocational Education, Professional Teacher Education Module Series, specifically seven modules in Category G: School-Community Relations.

For information on how to select and effectively use various promotional techniques, read the following information sheet.

REACHING YOUR AUDIENCE

In planning your promotional programs, you must determine which techniques or media to use to accomplish your promotional goals and objectives. For example, if you want to promote your adult education programs, what should you do: prepare a public service announcement for the local radio or TV station? appear on a radio talk show? develop a slide/tape presentation? prepare and distribute brochures? In order to select the best techniques for a particular situation, you need to know the following:

- What audience you wish to reach
- Characteristics of that audience
- Medium or technique most likely to reach that audience
- Media available to you in your community
- Cost involved in using each technique or medium
- Amount of money available to you for such activities

Available staff time and expertise will also affect what, and how much, you can do. If you have a complete public information office, for example, you will be able to draw on the special skills of this staff to develop a wide range of promotional materials (e.g., news releases, brochures, and exhibits). If you are "on your own," you will either have to develop the needed skills yourself or (preferably) identify others to whom you can delegate these responsibilities.

In selecting promotional techniques and developing materials that will, in fact, reach your intended audiences, keep in mind the AIDA formula: attention, interest, desire, action.

- Attention--No matter how important your message, people will not listen to it unless you first gain their attention. We are all constantly bombarded with information and stimuli by radio, TV, newspapers, billboards, junk mail, and other media. Your message can be made to stand out through the use of such devices as color; pictures; style/size of print; catchy slogans, phrases, or questions; and repetition. Location and timing are also important. No matter how visually appealing a display is,

for example, it won't attract much attention if it's "hidden" in a mall where few people shop, or competing with glossy professional advertising during Christmas week.

- Interest--If you want your audience to think about your message, you need to appeal to their interests, both in the content of the message and in the way it is presented. Employers in potential training stations will be interested in the skills your co-op students possess and the benefits they can expect if they hire these students--but not if they have to wade through a 50-page annual report to learn about those skills and benefits. Seeing student skill demonstrations and touring facilities during an open house, or reading an article (with photo) in the local newspaper about an employer appreciation banquet, would obviously be much more interesting and motivational for this particular audience.
- Desire--You want the members of your target audience to reach the point where they want to do what you are asking them to do (e.g., hire graduates, enroll in programs, volunteer services, vote yes on levies). The message, then, must be so reasonable and so well presented that it can't be resisted. Remember that people are seldom motivated by criticism or badgering. For example, if you want citizens to support a bond issue, provide them with a truthful explanation of the need and the positive benefits to be expected. Negative remarks about public apathy or lack of insight may seriously offend people who are honestly trying to do the best they can in difficult times. "Prophet of doom" pronouncements may produce a "ho hum" response among people who have been conditioned to crisis (real or imagined) by the media.
- Action--If appropriate, your message and the method you use to present it should encourage your audience to take a particular action. You need to tell people what they should do and how (e.g., when and where to enroll, how to volunteer, who to contact for further information).

You have a great many promotional techniques to choose from. You need to be sufficiently familiar with each technique to select the most appropriate and efficient medium and, once selected, to use the technique effectively. Even if someone else will be developing the material or conducting the activity, you as an administrator need to know what to look for in the finished product so that you can coordinate and monitor the effort and provide needed assistance and resources. In the remainder of this information sheet, various promotional methods will be

discussed. Nine of the most widely used promotional techniques have been singled out for more in-depth treatment, as follows:

- Public service announcements on radio and television
- News releases
- Open houses
- Brochures
- Public presentations about school programs and activities
- Internal publications and written communications
- Audiovisual media/displays/posters
- Recognition programs
- Informal personal contacts

Public Service Announcements

Public service announcements (PSAs) are free spot announcements--on radio or television--considered to be in the public interest. The Federal Communications Commission requires radio and television stations to devote a certain amount of their broadcast time to PSAs. You need to find out from each of your local stations what its basic format for PSAs is. Format includes the following types of elements:

- Length: 10, 20, 30, or 60 seconds
- How far in advance to submit the PSAs
- Whom to submit them to
- Whether pretaped (cassette) spots are acceptable
- What types of slides and other photos are usable (TV)

Sample 4 shows general guidelines for preparing PSAs; check with your local stations for more specific information. Sample 5 shows a PSA developed to meet these guidelines.

PSAs can be extremely useful in transmitting brief and uncomplicated messages and announcements, such as dates for open houses, hours for registration, availability of new programs, or any kind of special event (e.g., National Vocational Education Week). Obviously, these messages must be timely and well written. The following items would be suitable content for PSAs:

- The public is invited to attend an open house at the Patterson Building of Stivers-Patterson Cooperative High School Thursday, February 15 from 7:00 to 9:00 p.m. All

SAMPLE 4

GUIDELINES FOR PREPARING PUBLIC SERVICE ANNOUNCEMENTS

Place your name, institution, address, and phone number on the top of the page. Indicate whether it is a 10-second, 30-second or 60-second announcement. Note the dates you want it to be aired (e.g., "Request frequent airings of the following Public Service Announcement over WMAT from Saturday, June 4, through Sunday, June 12.").

Type copy in capital letters and double- or triple-space. Leave a two-inch to three-inch margin on the left and a one-inch margin on the right. Ask the station about any other copy requirements.

Announcements should be written in a clear, direct fashion. Use simple language and provide phonetic spelling for unusual names or words.

Time the announcement yourself with the aid of a second hand or stopwatch, reading at a normal speed.

A 10-second announcement = about 25 words
A 30-second announcement = about 65 words
A 60-second announcement = about 120 words

When preparing copy for television spot announcements, number the slides in the sequence of appearance and give a brief identification in the left-hand margin. Indicate with an "X" when you want the slide to be changed; e.g.:

SLIDE #1 (Student at Machine)	X-HIGH SCHOOL STUDENTS HAVE AN OPPORTUNITY TO TRY OUT A JOB BEFORE MAKING A CAREER DECISION.

Many stations require two-weeks or more notice on requests for PSAs.

SOURCE: American Vocational Association, Promoting Vocational Education: A Public Relations Handbook (Washington, DC: American Vocational Association, 1978), p. 29. Reprinted by permission.

SAMPLE 5

PUBLIC SERVICE ANNOUNCEMENT (20-SECOND)

THE DAYTON PUBLIC SCHOOLS
Administration Building
Telephone 461-3850
348 West First Street Dayton, Ohio 45402

John B. Maxwell
Superintendent of Schools

Nancy C. Thickel
Public Information Officer

AIR DATE: FEBRUARY 11 THROUGH FEBRUARY 17

SUBJECT: NATIONAL VOCATIONAL EDUCATION WEEK

HIGH SCHOOL CAN OFFER YOU A CAREER IN HORTICULTURE, MEDICAL ASSISTANCE, OR AUTO MECHANICS. PROGRAMS LIKE THESE EXIST IN THE DAYTON PUBLIC SCHOOLS. LEARN MORE ABOUT VOCATIONAL EDUCATION OPPORTUNITIES; CALL DAYTON PUBLIC SCHOOLS, 461-3850, OR TALK TO YOUR SCHOOL GUIDANCE COUNSELOR.

- 30 -

SOURCE: American Vocational Association, Promoting Vocational Education: A Public Relations Handbook, p. 30. Reprinted by permission.

classrooms and laboratory facilities will be open, with teachers and students on hand to demonstrate equipment and talk about the school's programs.

- Are you bored with your job? Would you like to work in an occupation that you really like? Retrain for a new occupation in Jefferson County's adult vocational program. There are many different jobs waiting for you in Birmingham. The pay is good--the opportunities for advancement fantastic. Call 999-1000 for enrollment information.
- Are you a girl who is mechanically inclined? Great! Birmingham needs good mechanics. Move into the occupation you want. See your high school counselor about training in Jefferson County vocational classes. Voc Ed is coed!

One disadvantage of PSAs is that stations schedule them at their own discretion and may put them on at times that are not particularly appropriate for reaching certain audiences or wide audiences (e.g., very early in the morning or very late at night). Another problem is that they are generally so brief that their full message may be missed. Sometimes several PSAs are given in a row, and one tends to blend with another.

On the other hand, with the right conditions PSAs can reach a wide audience. Some stations have regular "community bulletin board" programs that attract regular viewers/listeners, thus enabling you to target your message to a particular audience. If you (or whoever is responsible for contacts with media) develop a friendly working relationship with the persons at the various stations who are responsible for placing PSAs in the daily programming, your chances are increased of getting the message aired at a time when it will reach your intended audience.

News Releases

Assume that you want to publicize the special activities planned for National Vocational Education Week, announce student or faculty awards and honors, give recognition to advisory committee members, introduce your new adult education program, or report the significant accomplishments of your vocational program. A news release could be one of the most appropriate and effective methods to choose to promote these and similar activities.

A news release is a factual account of a newsworthy event that is submitted to a newspaper for possible publication or further coverage. While the public service announcement is best for transmitting brief and uncomplicated messages, the news release is useful when you have a more substantial amount of information,

facts, and figures to convey, or have a topic that needs to be pursued in more depth. Sample 6 gives rules for preparing a news release that will be applicable to most newspapers; however, check with the editors of the papers you will be dealing with to learn their specific procedures (e.g., Do they accept photographs? What are their deadlines? Will they accept mailed news releases, or should they be delivered in person?).

The news release can reach almost any audience, providing that audience does read newspapers, and providing you select the right news outlet(s) for that audience (e.g., a daily or weekly metropolitan newspaper, a community or suburban newspaper catering to neighborhood news of local interest, or a special-interest newsletter). If you (or the public information officer) investigate the news outlets available in your area and make personal contact with the editors and reporters of these papers, you should be able to select the best outlet(s) and get the ongoing publicity you want.

Much of the news in metropolitan weekly newspapers is local, with special sections devoted to educational matters and local area news. Many people who just skim the daily paper will read the Sunday paper with a great deal of attention and interest, particularly the local and community news. In some communities, there may also be newspapers catering specifically to farmers, businesspersons, or shoppers. Don't overlook these small weekly community newspapers and community magazines. They are sometimes more widely and carefully read than major publications and, since they are aimed at a particular community or audience, are a good way of reaching selected audiences.

Timeliness is a key to getting your story printed; old news won't attract much attention from the press. Timeliness and planning can enable you to build advance interest in a particular event and then follow up with stories on the outcomes of that event, or with stories that pick up on a theme or idea presented in the original story. A daily newspaper might, for example, print an advance story on the activities planned for National Vocational Education Week. A weekly might then want to feature the outcomes of one of the competitions held or community reaction to the special assistance provided to the public at the Job Training Center.

Remember to submit a continual flow of information to the media on a variety of newsworthy topics. Samples 7 and 8 illustrate how the news release can be used (1) to give recognition to your faculty or to inform the public of special services offered by your institution, and (2) in the process, to promote a positive image of vocational education in general and your program in particular. Regardless of the topic, accuracy and clarity are critical to an effective news release. Let the facts speak for

SAMPLE 6

RULES FOR PREPARATION OF A NEWS RELEASE FROM THE PUBLIC RELATIONS SOCIETY OF AMERICA

STYLE: There are two main types of newspaper stories:

1. The straight news story is a factual, informative account of a newsworthy event (e.g., your proposed budget for the coming year). Such stories generally are written in "pyramid style," with the most important elements in the lead paragraph and the least important elements in the end. Remember to answer the "5 W" and "H" questions (who, what, why, where, when, and how?) early in the story. Keep sentences and paragraphs short, and avoid mechanical errors in spelling, punctuation, etc.

2. The feature story is one with little straight news content but a great deal of "human interest" appeal to a significant segment of a paper's subscribers. Its style is much less rigid than news story style and depends mainly on the ability and interest of the reporter. Generally, do not attempt to write feature stories for submission to a paper. Instead, let the appropriate editor or reporter know you have a subject you believe is worth a feature. If the editor or reporter agrees, the story will get written; if not, you will not have wasted time writing.

STATIONERY: Fancy, tinted, printed news bureau stationery is wasted. It looks commercial and doesn't fit normal copy style. Don't shout NEWS. Editors decide that.

IDENTIFICATION: The name, address, and telephone number of the person releasing the news should appear at the upper left or directly after the story.

RELEASE DATE: Most items should be marked "for immediate release." Stipulate times only when news obviously warrants holding until a certain hour.

DATELINE: Start the story with the name of the city in caps, e.g., COLUMBUS--.

FORM: Use wide margins and double-space copy so that editors can edit.

HEADLINES: Do not indicate a headline; that is the editor's business. Skip two inches between release line and body of copy so the editor or rewrite desk can insert the desired headline.

SOURCE: The National Center for Research in Vocational Education, A Public Relations Handbook for Vocational Education in Large Cities (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1978), pp. 55-56.

LENGTH: Never make a release two pages if one will do. Edit your material tightly. Make sure it is accurate, timely, and not too "pluggy." Do not split a paragraph from first to second page. Put "More" at the bottom of the first page. Put "30" or "##" at end of the release.

CONTENT: News releases on the following topics should be sent to the appropriate publications routinely (i.e., planned for and executed so as to be timely).

1. Program development, policies, and achievements (on a selective basis)

    a. New services to be offered, preferably "first of a kind" or significant in some other respect (e.g., the Legal Aid Society's new program for senior citizens)
    b. Important changes in policy (e.g., changing of fee structure or agency relationships)
    c. Agency expansion and progress (e.g., new facilities, new programs, or organizational changes designed to make your services "superior")
    d. Annual report (e.g., releasing a year-end assessment of operational success)
    e. Major financial grants or losses (Don't be afraid to release bad news. If all your releases announce good news, you will be ignored by the city editor.)

2. Agency personnel

    a. Newly elected and promoted officers, new staff
    b. Retirees (including board members of long-standing)
    c. Staff and elected members involved in community, professional and civic affairs (e.g., offices held or awards and achievements earned)
    d. Any staff or elected members honored or recognized

3. Agency involvement in community and areas of social concern

    a. Programs or services aiding the community
    b. Programs aimed at minority groups and coordinated with area schools or other organizations
    c. Significant training programs and opportunities
    d. Policies or programs specifically aimed at influencing citizen awareness and participation

4. Special events

    a. Well-known speaker sponsored by the agency (e.g., addressing gathering of agency personnel, consumers, or selected leaders of the community)
    b. Symposia on community problems
    c. Exhibits around town showing achievements and explaining goals of vocational education

SAMPLE 7

NEWS RELEASE

LOS ANGELES TRADE-TECHNICAL COLLEGE
400 West Washington Boulevard
Los Angeles, California 90015

FOR IMMEDIATE RELEASE NO. 2
July 7, 19--

SUBJECT: RETIREMENT OF AREA RESIDENT

LA HABRA--La Habra resident George Brassine retired recently after more than 35 years in the drafting profession, the last 12 as coordinator of the Drafting Technology Department at Los Angeles Trade-Technical College.

Brassine spent 20 years with Alcoa in several cities across the United States as a project and plant engineer. He spent many years in private practice as a surveyor and engineer before starting a teaching assignment at Pennsylvania State College. He joined the Trade-Tech faculty in 1957 as an instructor of machine shop math. He later taught architectural and mechanical drafting until his appointment as coordinator in 1966.

Brassine earned a bachelor of science degree in mechanical engineering at Carnegie-Mellon University, Pittsburgh, and a master's degree in secondary education from Cal State, Fullerton. He holds Class A, B and D vocational and secondary credentials and is a registered professional mechanical engineer in Pennsylvania and California.

# # # #

SAMPLE 8

NEWS RELEASE

LOS ANGELES TRADE-TECHNICAL COLLEGE
400 West Washington Boulevard
Los Angeles, California 90015

FOR IMMEDIATE RELEASE NO. 15
November 3, 19--

SUBJECT: SENIOR CITIZEN DISCOUNT CARDS

LOS ANGELES--Senior citizens may receive a 50 percent reduction in fees for activities at Los Angeles Trade-Technical College by purchasing a Gold Card for $5.00.

Gold Cards, available to anyone who is 60 years of age or older and retired, may be purchased at the Trade-Tech Community Services Office, 2003 South Olive Street.

For persons over the age of 65 who cannot afford the purchase price, the Los Angeles Community College District Board of Trustees has appropriated funds to cover the cost of cards for these individuals. Applicants will be required to sign a waiver stating they cannot afford to pay.

The Gold Card reductions will apply to all fees, except nonresident fees and material fees, and will enable the holder to participate in such activities and events as all noncredit classes, cultural events, seminars, lectures, and recreation programs.

Inquiries may be directed to the Trade-Tech Community Services Office at 746-0800, Ext. 458 or 459.

# # # #

themselves; avoid a writing style that is transparently self-serving or value-laden. In addition, to increase credibility, make an effort to quote the highest elected or appointed official in the vocational education organization.

The Open House

An open house is an event in which the general public or selected members of it are invited to visit the school to see for themselves the activities of the students and the functions of one or more programs in the school. Open house events can be targeted at a variety of audiences: prospective students, parents, potential employers, and many others. The open house also provides opportunities for the direct involvement of board members, advisory council/committee members, legislators, and others who influence program operations. Many promotional goals and objectives can be accomplished through the use of this excellent technique, e.g.:

- To acquaint prospective students with the programs and opportunities available to them
- To gain support from the business community for the cooperative education program; to encourage the hiring of graduates
- To increase community awareness of the need for up-to-date facilities and equipment and for expanding offerings; to gain support for a bond issue or levy
- To give students recognition for their work in the program and the quality of their products or services
- To introduce new programs; to publicize program availability for handicapped persons, nontraditional enrollees, and other special groups

Planning, advance publicity, and the involvement of key persons (e.g., instructors, counselors, students, advisory council/committee members), are critical if the open house is to be successful. If you have developed your yearly promotional plans early and have scheduled activities such as open houses on a master calendar/time line, you will be in a much better position to (1) identify related tasks and promotional activities, (2) assign responsibilities, (3) make the necessary preparation, and (4) avoid last-minute crunches and conflicts with other school and community activities. More specific time lines for major promotional activities such as the open house can be developed based on your master schedule. Sample 9 is an example of a time line for an open house (designed for the general public, with emphasis on prospective students) that was initiated by the systemwide director of vocational education and coordinated

SAMPLE 9

OPEN HOUSE TIME LINE

Days	Activity	Who/What
60-90	• Set date for open house	Director, building administrator, public information officer (PIO) Clear date with other events
60	• Check on availability of printed materials and media • Get additional copies ordered if needed	Brochures, application forms, fee schedules, building maps, slide/ tape presentation, etc.
45	• Meet with teachers, counselors, etc., to plan basic shop/lab demonstrations, student participation, basic data to be given, displays, bulletin boards, etc.	Director, building administrator, teachers, counselors
30	• Prepare public service announcements • Prepare mailing to parents • Develop news releases	Director, PIO or delegate
21	• Send announcements to feeder-school administrators • Mail out PSA's, special invitations (employers, board members, etc.)	PIO, Director
14	• Send out mailing to parents • Send out news releases (e.g., special/new program, unique demonstration, unusual project, etc.)	PIO/Director
10	• Distribute flyers to students in school(s)	Building administrator
5	• Request live press coverage	PIO, Director
5	• Finalize any special group meetings. Send reminder to teachers	Director, building administrator
2	• Assemble needed handout materials; prepare name tags for special guests; assemble displays, bulletin boards	Director, building administrator or delegate
Day Of	• Set up auditorium or assembly area • Tour building to check on housekeeping and general appearance • Maintain record of attendance for future planning	Building administrator Director, building administrator

with the local (building) administrator. The information in the "Days" column specifies the number of days prior to the open house that a particular activity should be completed.

Brochures

A brochure (flyer, leaflet, pamphlet) is an unbound publication, usually printed on a single sheet, that may be folded or unfolded. It should carry a single message with a limited scope. That is, a brochure is meant to have a specific purpose, and should not contain thorough coverage of any topic or phase of the vocational program.

You can use a brochure to report the accomplishments of your program, such as the placement record and job success of your trainees. A brochure can describe the occupational opportunities in a particular field and encourage young people to begin training in that field. You may want to use a brochure to let the public know about the courses/programs available and how to enroll, or about the community services your program offers.

One of the advantages of a brochure is that it can be designed for the general public or aimed at a specific audience. For example, you can reach the following audiences:

- Taxpayers, to tell them how their vocational education dollars are being spent
- Students, to excite their interest in occupational training
- Employers, to inform them about a source of skilled workers
- Community leaders, to describe what your program is doing to meet community needs
- Special needs or nontraditional populations, to inform them of the opportunities available to them in your program

There are special occasions, such as the following, when a brochure can be an effective promotional device:

- Registration time is a good time to have brochures available that are designed to get prospective students interested and to tell them about the qualifications they need.
- When a new program is started, you can let people know about it by distributing brochures to key persons and in key locations.

- During an open house or tour, you can hand out brochures describing what you are doing for students and the community.
- The end of the school year is a good time to use a brochure to publicize students' accomplishments.

If well planned and designed, the brochure will be quick and easy to read, conveying its message clearly and simply. Because of the brochure's neat form and size, people can easily save it for future reference (as, for example, when you publicize the evening adult classes that will be available later in the fall). Don't attempt to tell everybody everything in a single brochure. Decide who you want to reach, what you want them to learn, and what you want them to do about it, and stick to that information. Plan to reach your audience through the following devices:

- Attractive and catchy titles
- A simple message written in a lively style
- Pictures, type, color, and layout that gain and hold attention
- A subject that has meaning and importance to the reader

Brochures can be produced at a relatively low cost and are efficient because they can be distributed to just the right people. You don't need an unlimited public relations budget (or a public information office) to produce an effective brochure. If there is a vocational graphic arts or printing program, most of the work can be done in-house at a minimum cost. You can delegate much of the responsibility for brochure development to teachers or other staff if you have developed a standard format appropriate for the "messages" you most often convey in brochure form. For example, there is no point in starting from scratch to plan a brochure every time a new program is to be introduced. Working with standard formats such as those illustrated in samples 10 and 11, teachers can easily "plug in" the appropriate information.

Public Presentations

As an administrator, you will undoubtedly receive many requests to speak to school and community groups about your vocational program. (So will your superiors and other key administrators.) Thus, you should keep them informed of requests you have received and your speaking schedule.) This form of direct, personal contact with your audiences is a highly effective technique for accomplishing any number of promotional objectives. Personal contact in a group setting allows you to gear information to the type of audience you are addressing. Unlike more

ADMISSION REQUIREMENTS

Interest

Parent Permission

Instructor or Coordinator Recommendation

STUDENT COSTS

Uniform, Lab or Shop Clothes

Tool and/or Instrument Kit

Manuals and Workbooks

Consumable Supplies

VICA Membership Dues

Safety Equipment (if required)

HIGH SCHOOLS OFFERING

Patterson - 3 Credits per Year

FOR MORE INFORMATION

* Contact your school counselor and your vocational counselor.

* Call the Board of Education, Career Education Division, 461-3850, Ext. 606 or 626.

* Refer to the following books in your school library or counselor's office:

  - Occupational Outlook Handbook

  - Dictionary of Occupational Titles

  - Encyclopedia of Careers and Vocational Guidance

* Take a tour of the vocational shop and talk to the vocational teacher.

* Attend a vocational program information meeting and open house.

DAYTON BOARD OF EDUCATION

348 WEST FIRST STREET

DAYTON, OHIO 45402

513-461-3850

COMMERCIAL ART

CAREER EDUCATION PROGRAMS

VOCATIONAL EDUCATION - CAREER DEVELOPMENT

CE

DAYTON PUBLIC SCHOOLS

KEY FUTURE

EDUCATION

VOCATIONAL

TRADE AND INDUSTRIAL EDUCATION

DAYTON PUBLIC SCHOOLS

SAMPLE 10

BROCHURE

PHOTO OF STUDENT
AT WORK IN CLASS

PROGRAM DESCRIPTION

Commercial Art is a three year program beginning in the sophomore year. It offers students an opportunity to refine their manipulative skills with the use of tools and art media of the commercial artist. The student will learn to develop a creative approach to problem solving in the art field.

Related classroom instruction will include the study of technical information as it relates to commercial art. The theoretical information will then be put to use in an actual studio type situation.

COMMERCIAL ART

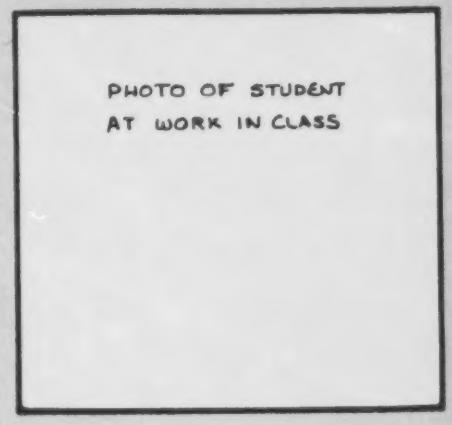
THINGS YOU WILL LEARN

How to: Use air brush (color shading); use the tools of the trade; life drawing of people and animals; do pictorial composition; do illustrating; do comic-strip characterization; do all forms of duplication; photographic film developing; prepare camera; ready copy.

ENTRY JOBS AND ADVANCEMENT

Graduates of the program may find jobs as:

- Helper in a Commercial Art Studio
- A Layout Artist
- Designer
- Illustrator
- Letterer
- Retoucher
- Technical Illustrator



RECOMMENDED PREPARATORY COURSES

General Business
General Math
Art

VOCATIONAL YOUTH ORGANIZATION

VICA

Commercial Art students qualify for membership in the Vocational Industrial Clubs of America. VICA members have the opportunity to develop their leadership skills by participating in local, regional, state and national contests and programs of awards.

PROGRAM LENGTH

The Evalustion Unit operates on a shared-time concept (half-day at the home school, half-day at the unit.) The evaluation process generally takes five weeks to complete. Some students may take longer because of thair work pace. This five week program will provide a comprehensive evalustion and a meaningful experience for those participating students.

APPLICATION PROCEDURE

All applications for vocational evaluation are made to the Office of the Director of Special Needs at the Toms River Center. There are no specific criteria established in order to apply for this service other than the availability of apece at a given time of the school year. The proper application form is completed by the designated person at the "home school" and is forwarded to the Director of Special Needs with all available data.

Additional information is available by calling Mr. Joseph L. Scelfo, Director of Special Needs Programs, Toms River Center, Old Freehold and Bey Lea Roads, Toms River, New Jersey 08753. Telephone: (201) 349-8425.

PHOTO OF EQUIPMENT IN EVALUATION UNIT

PHOTO OF STUDENT AT WORK IN EVALUATION UNIT

VTS ocean county vocational technical schools

SPECIAL NEEDS PROGRAM

PHOTO OF SCHOOL

Vocational Assessment

SAMPLE 11

BROCHURE

OCEAN COUNTY
VOCATIONAL TECHNICAL SCHOOL

VOCATIONAL EVALUATION UNIT

PURPOSE

The Evaluation Unit is a work oriented environment designed to help boys and girls, age 13 and older make a sound vocational selection by: exploring the world of work relative to definite vocational areas; assessing the student's ability to do work; determining general areas of vocational interest and aptitudes and identifying an appropriate vocational program for the student.

PROGRAM OUTLINE

Phase I

Upon entering the Unit, students are advised that they are involved in a program to discover in which **area of endeavor "they" are most interested.** An overview of Ocean County Vocational-Technical School's total program is also presented at this time, in addition to generally placing the student at ease.

Phase II

"Timed" tests such as the Beanett Hand Tool Dexterity Test, Crawford Small Parts Test, Purdue Peg Board and others are administered to determine the student's expected motor coordination. When appropriate, the Science Research Associates Vocational Planning Inventory is administered.

Phase III

Vocational Evaluation System: this system is oriented to self-study and career exploration. The evaluation process elicits vocational information about aptitudes and interest, while offering immediate gratification primarily through the "hands on" activities.

Vocational Evaluation System is comprised of simulated job samples, which are representations of the common critical factors of a job. After a brief orientation by the evaluator, directions are given by a sound filmstrip device, which is completely controlled by the student for self-pacing purposes. The evaluator periodically assesses work quality and work habits. A finished product is fabricated at each work station, and a student generally completes 10 to 15 work stations.

Both the student and evaluator participate in the assessment. The student's evaluation of his own interests and aptitudes is combined with the evaluator's assessment to form a definitive picture of job training direction most appropriate for each student.

JEVS: Also included in Phase III is the Jewish Employment and Vocational System Work Samples. This system is used to supplement the Vocational Evaluation System. The JEVS Work Samples are activities performed in a simulated work setting, which reflect the primary factors inherent in actual jobs. A battery of Work Samples arranged in a hierarchy of increasing complexity, allows for evaluation of performance, interest and work behavior. Results are directly related to Worker Trait Groups in the Dictionary of Occupational Titles.

WORK SAMPLES

Work samples in both the Vocational Evaluation System and JEVS are well defined work activities involving tasks, materials and tools, which are identical or similiar to those in an actual job or cluster of jobs. They are used to assess the student's vocational-aptitude, worker characteristics and vocational interest.

Phase IV

Conference: A conference is held with each student to discuss the results of the evaluation, and the information accumulated in Phase II and III. Resource materials, such as the SRA Occupational File, Occupational Handbook and other related materials are made available so that the student may relate the results of his or her experiences to actual job descriptions.

Whenever it is deemed appropriate, the student may spend a limited time observing some of the regular vocational trade programs related to his or her interests and aptitudes before returning to their home school.

VOCATIONAL EVALUATION REPORT

A complete report is submitted to the home school for each student. This report indicates the strengths, interests and weaknesses of each participant based upon their performance and experience at the Evaluation Unit. The various tests administered and work samples attempted are indicated in addition to a narrative report encompassing all the pertinent data accumulated.

Recommendations are made in order to help the home school formulate some type of career plan for each student.

general public relations efforts, such as news releases or displays, you can personally and immediately respond to any audience concerns that may arise from your presentation.

Thus, in planning how your promotional program will be conducted, you should take the initiative to identify opportunities and make arrangements to speak directly to your various audiences. For example, presentations could be made at the following types of events:

- Conferences, workshops, and conventions sponsored by business and industry
- Trade association exhibitions and special shows
- Meetings of parents' organizations
- Meetings of the chamber of commerce and other civic and service organizations; special-interest groups (e.g., hospital association); and professional organizations
- Special community events (e.g., craft fairs, historic celebrations, fund-raising events) sponsored by civic, service, and social organizations
- Faculty, advisory committee/council, or board of education/trustees meetings
- Student assemblies
- Open houses, tours, career days

Every presentation should be designed to make an impact or impression on your audience. You want to inform them, convince them to take some action, clear up a misconception or change a negative image, involve them in the vocational program, obtain feedback on how the program is doing, and so on. To make an impact on your audience, you need to know their characteristics and interests, and plan your presentation accordingly. Specifically, you should consider the following:

- Membership in any organizations
- Average age
- Educational level
- Occupation(s)
- Knowledge of the subject
- Interests and concerns
- Expectations for your presentation

For example, if one of your promotional goals is to increase nontraditional enrollments in your total vocational program, you

may have planned a series of speaking engagements before certain influential community groups (e.g., NAACP, NOW, agencies serving other minorities, the handicapped, or the aging). It would be very unwise to give exactly the same speech to all these groups; they probably share some important goals, but their concerns, interests, past experiences, and objectives may be very different.

Whenever you make a presentation, remember that your audience's opinion of the vocational program will be influenced by the kind of impression you make as an individual. One of the few disadvantages of this promotional technique is that if you (or someone you delegate to speak) are not a good speaker, your presentation can do more harm than good. Audiences look for speakers to be enthusiastic, straightforward, organized, and above all well informed.

Regardless of background or educational level, most people know when they are being given a flurry of empty words in place of real content--they recognize a "snow job." If you are speaking on a controversial or provocative topic, they will recognize evasions and form their opinions accordingly. People appreciate straight talk and resent jargon or "educationese."

For example, in speaking to a group of parents about a proposed new program for the gifted student, an administrator gave the following description:

> Our school's cross-graded, multi-ethnic, individualized learning program is designed to enhance the concept of an open-ended learning program with emphasis on a continuum of multi-ethnic, academically enriched learning, using the identified intellectually gifted child as the agent or director of his own learning. Major emphasis is on cross-graded, multi-ethnic learning with the main objective being to learn respect for the uniqueness of a person.

A parent in the audience responded as follows:

> Sir, I have a college degree, speak two foreign languages, and know four Indian dialects. I've attended a number of county fairs and three goat ropings, but I haven't the faintest idea as to what . . . you are talking about.

Statistics (facts and figures) can be highly effective and persuasive, but not if you overwhelm your audience with them. Examples, illustrations, and visual aids (charts, maps, graphs, transparencies, slides, and films) can enhance any presentation

if carefully selected and well made. If appropriate to your topic, one student success story can speak volumes.

A good presentation is well planned and organized. A written outline is a must if you are to avoid rambling and succeed in presenting a tightly organized argument or discussion. Sample 12 is an example of an outline structure for a short speech. Outlining your presentation also enables you to avoid reading a "speech," a sure way to put your audience to sleep. You can highlight your key points and examples with yellow marker, underlining, asterisks, or whatever will catch your eye as you glance down at your notes. If you know your topic and have reviewed your notes prior to the presentation, you can maintain eye contact with your audience and speak to them in a relaxed, confident manner.

Internal Publications and Written Communications

Promoting the vocational program within the institution is just as important as taking your story to the outside public. Instructors, counselors, supervisors, other administrators, board of education members/trustees, advisory committee members, students, support staff--all need to be kept informed about what is happening in the vocational program. They need to be given recognition for their efforts and accomplishments, and feel a sense of pride in being actively involved in a program that is taken seriously by the school and community alike.

The promotional techniques discussed thus far can go a long way toward providing this kind of information and recognition. In addition to these, there are many types of internal publications and written communications that should also be used to provide needed information and promote understanding and program visibility.

Newsletters. As its name implies, a newsletter is an informative "letter" (e.g., report, news update) targeted at particular audiences or special-interest groups. It is normally published on a regular basis (weekly, monthly, quarterly) and may consist of one or more pages, depending on the amount of news to be reported. A vocational education newsletter published by your district/institution can provide information and recognition to instructors, students, advisory council/committee members, and others involved in or committed to the vocational program. It can help build a sense of unity and common purpose at the same time that it announces awards and honors, reports on meetings held or decisions made, encourages participation in ongoing activities or important upcoming events, or explains requirements and procedures.

SAMPLE 12

OUTLINE FOR A SHORT PRESENTATION

I. Introduction

- A. Gain attention
- B. Establish relationship between audience and vocational program

II. Main ideas

- A. Central theme or core statement
- B. Personal identification of audience with the main idea
- C. Reason for presenting the idea
- D. Initial summary of subpoints to be made

III. Body

- A. Subpoint (development)
- B. Subpoint (development)
- C. Subpoint (development)

IV. Conclusion

- A. Final summary
- B. Appropriate closure

Bulletins. Like the newsletter, a bulletin is an informative communique that can be targeted at particular audiences or special-interest groups. It differs from a newsletter in that it usually focuses on one subject or event (see sample 13), and is published as the need arises, rather than on a regular basis.

Internal house organs. Many school districts/institutions publish "mini-newspapers" containing feature stories, program descriptions, enrollment information, and articles on a variety of subjects related to the goals and activities of the educational program. Special editions devoted to the vocational education program can be published at key times in the school year (e.g., prior to registration time) and distributed to students, staff, parents, and other appropriate audiences. Consider the following headlines from a recent issue of a quarterly publication prepared by the public information office of a county board of education:

- Vocational Options: A Look at Six Promising Careers
- Health Occupations: A Wide-open Field for Men and Women
- Vocational Education Department Launches Campaign Against Sex Stereotyping of Occupations
- Vocational Education Enrollment up as Job Market Tightens
- Projected Local Outlook Good for Occupations Offered in Vocational Programs

The issue focused on the county vocational education program and was part of the department's campaign to eliminate sex stereotyping in career selection. According to a front page caption, "the department is trying to get students to take a realistic look at what their future needs will be and what courses are available to them that can best supply these needs."

Letters of commendation, certificates, resolutions/proclamations. Providing recognition for accomplishments and service is an essential part of any promotional program. Not only does it reward the recipient, but it can motivate others in the same group and project a positive public image. Sample 14 shows a letter of commendation sent from an administrator to a student vocational organization contest winner. Sample 15 shows a certificate awarded to an employer at an employer-employee appreciation banquet. Sample 16 shows a resolution passed by a board of education prior to National Vocational Education Week and read at a public board of education meeting. The administrator initiated the passage of the resolution through contacts with board of education members.

SAMPLE 13

PARTIAL BULLETIN

JEFCOED
ADVISORY COMMITTEES FOR
VOCATIONAL AND ADULT EDUCATION

In Jefferson County, two types of advisory committees are presently functional throughout the school system, with a third operational in some programs. These three committees are identified as follows:

1. The General Advisory Committee for Vocational and Adult Education for the Jefferson County School System
2. Countywide program advisory committees for each of the programs offered in vocational education in the Jefferson County School System, i.e., auto mechanics, metal trades, business and office education, agribusiness, food management and services
3. Individual craft committees for classes offered in vocational education

I. Responsibility of Committees

TO GIVE ADVICE

All advisory committees are organized to advise and counsel the Director of Vocational and Adult Education and members of the vocational staff, and to make suggestions and recommendations for guidance of the total program. An advisory committee provides a two-way system of communication between the school and the community, which is essential to all vocational and adult programs. Advisory committees have no administrative or legislative authority. The very name signifies its function, which is to give advice.

A. The General Advisory Committee for Vocational and Adult Education

Assists in determining goals and objectives in connection with the types of vocational and adult services that are needed in the area served by the county school system

Assists in conducting community surveys to determine the needs for training and types of programs

Reviews plans, policies, and curriculum content

Evaluates programs by on-site visitation

Promotes vocational and adult education

Offers assistance in program implementation

SAMPLE 14

LETTER OF COMMENDATION

JEFCOED
Jefferson County Board of Education
A-400 Courthouse Building
Birmingham, Alabama 35203
Telephone: 205/325-5222

April 11, 19--

Mr. Keith W. Old
Fultondale Area Vocational Center
900 N. Pinehill Road
Fultondale, AL 35217

Dear Keith:

Learning of the successes of our students is one of the most delightful experiences we have. Congratulations on winning first place in the bricklaying competition at the VICA V District Contest.

We know that your family, teachers, and friends are also proud of you, and we wish you a happy and successful future.

Good luck at the state convention.

Yours truly,

Robert T. Carter
Administrative Assistant
Career and Vocational Education

J. Revis Hall, Superintendent

RTC/s

cc: Mr. Jack Hazelrig
Mr. Edward Todd

SAMPLE 15

CERTIFICATE

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Honorary Life Membership

We are grateful for your faith and vision in DECA, your understanding of our goals, and your untiring efforts in behalf of the youth of this state.

In witness whereof, this award is presented the

_____ day of _____, 19____.

_____ Club President

_____ Advisor

_____ Supervisor

_____ Director

SAMPLE 16

RESOLUTION

WHEREAS, the progress and future well-being of the City of Dayton, Ohio depend in large degree upon the education and training provided by the city school district, and

WHEREAS, the significant and continual changes of a sociological, economic and technological nature place new and additional responsibilities on the educational system, and

WHEREAS, vocational programs afford the opportunity for youths and adults in the community to reach occupational goals,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Dayton City School District expresses its pride in the students and the staffs in vocational education programs and encourages all citizens of the community to visit any of the Dayton Public Schools' vocational programs during National Vocational Education Week, February 11 through February 19, 19--, and acquaint themselves with the special services provided to Dayton citizens in the field of vocational education.

Annual reports. A report providing basic information and statistics on the scope and accomplishments of the total vocational program can be targeted at board members, state department personnel, other administrators, the press, and, to a limited extent, the general public. Depending on your position, you might compile and edit the material for this publication or contribute information for its development.

Audiovisual Media/Displays/Posters

It is a cliche worth repeating that a picture is often worth a thousand words. When selecting promotional techniques, you should incorporate a variety of visual media designed to attract attention and excite the interest of your audiences. Remember, however, that the audiences to be reached and the objectives to be accomplished are your first considerations. For example, a slide/tape presentation is an excellent way of reaching limited audiences in certain situations, but would not be a good choice if your goal is to encourage the general public to support a bond issue. There are other, more effective ways to promote such an idea--ways that can reach large numbers of the public without requiring attendance at a meeting or special event.

Slide/tape presentations. Slide/tape presentations can be developed relatively easily and inexpensively. The more professional the technical quality of the slides and accompanying audiotape the better, of course, but perfectly acceptable productions can be done by nonprofessionals. Slide cameras are reasonably inexpensive and fairly simple to operate, and the film can be processed into slides for a moderate price at the local camera store. In addition, some very effective slide presentations can be developed that use live narration rather than audiotapes. You (or whoever is showing the slides) can discuss the contents of each slide, tailoring your remarks to your audience and the level of interest shown.

Slide/tape presentations are an effective means of presenting an overview of the total vocational program or of a particular program. They can show local programs and students in action; slides can be changed easily to update the information presented. If local shots are not available, slides can be acquired from the American Vocational Association (AVA) and the U.S. Department of Education that may be applicable to your program offerings. Such presentations can be used at inservice meetings, open house events, and meetings of civic groups and other audiences to introduce your program and lay the groundwork for more in-depth discussion.

Note that films, filmstrips, and videotapes are more expensive, difficult, and time consuming to make than slide presentations. If you check the catalogs of commercial film distributors, however, you may be able to obtain (for review, rental, or purchase) materials that speak to such topics as the general goals and purposes of vocational education and the need for skilled workers.

Displays/exhibits. Displays can reach audiences that might not take the time to read an article or listen to a presentation. If well designed, they can have dramatic impact, with color, pictures, and movement that capture the viewer's attention and elicit an active response. A display that uses student work or live action can present information and create a change in the viewer's attitudes in just a few minutes.

Displays can be placed in schools, at local fairs, at shopping centers, in store windows, in libraries--anywhere that they will have high visibility for the audiences you want to reach. They are often prepared for special occasions such as open houses or National Vocational Education Week.

Many promotional objectives, such as the following, can be accomplished using this technique:

- Displays focusing on student recruitment can present job opportunities in an occupation, qualifications for trainees, satisfaction of the work, pay scales, kinds of activities involved, and details of the program's length or requirements.
- Public information about the vocational program can be provided to parents, employers, school personnel, taxpayers, community leaders, and so on. Statistics about numbers of trainees and job placements, types of training offered, facilities required, costs per student, and future occupational trends could be presented.
- Student work and projects can be displayed, illustrating the skills and knowledge being learned. Such displays can be highly motivational and reinforcing for students.
- Displays that perform a service to the community can indirectly promote a positive image for the program. Such displays can either provide information (e.g., how to remove difficult stains from clothing) or can render an actual service right on the spot (e.g., a blood pressure check).

Although promotional displays need not be elaborate, complex undertakings, most do require extra time, effort, and staff, and

they can be expensive to construct and maintain. If done haphazardly, the effect can be lost. Depending on where the display will be located, you may need to assist teachers, students, and others involved in the display in getting approval for setting it up and in transporting equipment and materials.

Posters and specialty items. Posters and specialty items such as bumper stickers, labels, and pins can make a strong visual impact and give your program added visibility around the school and community. The message cannot be lengthy, complex, or too subtle, of course. The drawing or photograph should speak for itself, with a minimum of explanation in a brief caption or a few sentences. A bumper sticker or pin should make its point with a simple, catchy phrase or expression that sticks in the memory (e.g., "Life's Enjoyable for People Employable").

Your promotional objective may be simply to provide people with visual reminders that vocational education programs do exist, or you may have a more specific goal. Posters, bumper stickers and other such items could be part of a larger promotional campaign to increase nontraditional enrollments, for example. One school system developed a series of posters picturing male and female students at work in occupations nontraditional for their sex. The slogan "Voc Ed is Coed" appears on each poster, as well as on bumper stickers and labels that are freely distributed in the district. The AVA and some state departments provide materials promoting vocational education that you could acquire and hand out on a wide variety of occasions.

Recognition Programs

We have said that giving students, staff, and community supporters recognition for their accomplishments and efforts on behalf of the vocational programs should be an integral part of your promotional program. Many of the techniques discussed thus far can provide this recognition, in one form or another. In addition, you should plan special programs designed to reward and publicize achievement and acknowledge individuals and groups who support the program.

Awards ceremonies. Special ceremonies can be planned for outstanding students and faculty members, advisory committee members, special employers, and others. Many institutions have an awards day set aside to recognize outstanding achievement in all program areas, in student vocational organization activities, etc. Awards and certificates of appreciation can also be presented during open house events or other programs held at the institution. A certificate, plaque, trophy, or other keepsake should accompany the announcement of the accomplishment (often

businesses or civic/service organizations will sponsor such awards).

Employer-employee appreciation events. Publicly recognizing and thanking employers for the important role they play in a cooperative vocational education program is essential to the continued success of the program. Annual employer-employee appreciation events--usually either a formal banquet, luncheon, or breakfast event--are part of the program of activities of most student vocational organizations.[3] Most, if not all, of the planning for such events should be accomplished by students and teachers with the approval and support of the vocational administrator. Following are examples of special recognitions and presentations that should be a part of such an event:

- Conferring of honorary membership in the local student vocational organization upon advisory committee members, employers, and others who have rendered outstanding service to the organization (see sample 15)
- Presentation of certificates of appreciation to all employers
- Presentation of special certificates of appreciation to employers cooperating for extended periods of time
- Presentation of awards to outstanding students
- Presentation of vocational certificates or diplomas to students
- Presentation of scholarships to students
- Recognition of award winners of district, state, or national student vocational organization competitive events

Informal Personal Contacts

Although many of the tasks involved in promoting your vocational program can and should be assigned to others, there are certain public relations activities you just can't delegate. These are the informal, one-to-one contacts you make with school personnel and members of the community in the course of fulfilling your many responsibilities. Some of these contacts will be

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3. For information about how to conduct such an event, you may wish to refer to Module J-10, Supervise an Employer-Employee Appreciation Event, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1978).

unplanned, as when you receive a call from a worried parent or run into a board member at a club meeting.

In addition to these contacts, you need to initiate or be available for meetings and discussions with your various publics. Once you have identified your key target audiences, you need to make a conscious effort to open up the lines of communication and establish a friendly working relationship with persons whose support of and involvement in the vocational program is important to its success.

If good public relations is your goal, there really is no substitute for informal, face-to-face meetings that allow people to exchange views, compare notes, and get to know each other in a relaxed, nonthreatening atmosphere. Consider the difference in the way you respond to a letter from a colleague with whom you are on a first-name basis, and one from a person who is still only a "title" to you. A request from that first person will seldom go ignored; at the very least, you will weigh it carefully.

What this means is that if you want the understanding and support of a legislator, a board member, a feeder-school principal, a guidance counselor, or anyone else, a good beginning might be an invitation to a luncheon meeting or a coffee at your institution. Simply picking up the telephone and congratulating someone on a job well done, or sharing some idea or bit of news of mutual interest, can go a long way toward keeping lines of communication open. And you can maintain an "open door" policy--without succumbing to unreasonable demands on your time--by scheduling certain days, or certain hours, as times when you will be available to meet and confer with visitors, take people on tours, and so on. At those times when you cannot spend much time with visitors, having a planned program for guests, in which a student can greet guests and take them on a tour (perhaps visiting specific classrooms as prearranged with the instructor), can relieve you of this responsibility and create a positive image of your students and your program.

Conclusion

In any one year, you will not, of course, be using all of the promotional techniques we have discussed. The audiences to be reached, your promotional objectives, and the constraints of your situation will determine the selection of media and methods. As we have seen, you have a substantial number of resources and techniques to choose from in gaining the understanding and support of the school and community for the vocational education program.

NOTES

The following "Case Situation" is in three parts: part I gives you background information on your case situation; part II asks you to plan an open house for that situation; and part III asks you to critique four promotional items that you are to assume were developed in preparation for that open house. Read part I, and then follow the directions given in parts II and III.

CASE SITUATION

Part I: Background Information

You are the director of vocational education for a school district that includes a city district and three adjoining suburban districts. Included in the district is a four-year-old vocational facility called the Jobs and Progress Vocational Center (JPVC). In November, your superintendent asks you to develop a "Business/Industry/Education Day" at the school, designed to encourage local employers to hire this spring's graduates (the latest placement figures don't look as encouraging as you had expected when you were developing your yearly promotional plans). Since the district does not have a public information office, you have the responsibility for developing and implementing the entire plan.

Part II: Open House Plan

Develop a plan for the open house, using the following questions to guide your planning:

1. Which key school and district personnel should be involved in planning the open house? Briefly suggest how/why they should be involved.

2. When should the event be held? Why?

3. What background data might be of help to you in developing your plans for the open house?

4. Who are your key target audiences for the event? Who else will you try to attract to attend?

5. Identify three to four potential objectives for the event.

6. Which media and techniques will you use to reach your target audiences?

   a. What types of advance publicity will you use?

   b. What types of activities and promotional materials will be available at the open house?

7. What major steps should you complete in preparation for the open house?

Part III: Promotional Techniques

Assume that, as overall coordinator of the open house, you held planning sessions with various staff and delegated specific responsibilities. Four of the assignments you made involved the preparation of the following:

- Public service announcements for advance publicity
- News releases for advance publicity
- Brochures to be distributed at the open house
- A keynote presentation for the dinner that will conclude the open house activities

1. Following is one of the public service announcements scheduled to be aired prior to the open house. Critique the PSA, in writing on a separate sheet of paper, pointing out errors in form as well as ways in which the content is inappropriate or ineffective, given the situation outlined in part I.

PUBLIC SERVICE ANNOUNCEMENT

SUBJECT: OPEN HOUSE TO BE HELD AT JOBS AND PROGRESS VOCATIONAL CENTER

An Open House will be held at the Jobs and Progress Vocational Center, March 12 from 2:00 p.m. to 5:00 p.m. A Mexican dinner, prepared by the students in the Food Services program, will be served from 5:30 p.m. to 7:30 p.m. Students at the Center are trained to be immediately employable upon graduation and fully prepared to meet the challenges of rapidly advancing technology. Program offerings are kept updated through the cooperation of advisory committees of business/industry representatives. Mechanics, dealers, computer programmers, service managers, chefs, company executives, electricians, and others meet regularly with instructors to give practical advice on current business/industry trends and other matters important to sound educational programs. Plan to attend and partake of some culinary delights from south of the border!

# # # #

2. Following is a news release to be submitted to a weekly metropolitan newspaper prior to the open house. Critique the news release, in writing on a separate sheet of paper, pointing out errors in form as well as ways in which the content is inappropriate or ineffective given the situation outlined in part I.

NEWS RELEASE

FOR IMMEDIATE RELEASE: February 12, 1980

LOCAL EMPLOYERS FAIL TO COME THROUGH

Employers in the metropolitan and suburban Centerville area have shown a disappointing lack of interest in hiring graduates of the four-year-old Jobs and Progress Vocational Center, according to Mr. Michael Evans, principal of the Center.

"We expected a lot more cooperation from local employers, not only because we provide quality training, but because we consider it to be their responsibility to support us," Evans indicated.

JPVC is built on the recognition that the leaders of tomorrow's business and industry will come from the classrooms of today. Learning a salable skill, as past graduates have done, affords students the opportunity for a more productive life in a modern technological society. Employers seeking capable personnel have a veritable pool of such prospective employees undergoing training at the Jobs and Progress Vocational Center.

An open house, the first annual "Business/Industry/Education Day," will be held at the Center, 99 E. State Street, March 12 from 2:00 p.m. to 5:00 p.m. to acquaint employers with available programs and facilities. "We welcome the opportunity for area employers to visit and openly converse with instructors and students alike," Evans said.

- 30 -

3. Following is one section of a brochure to be mailed with invitations to the open house and also to be distributed at the event. Critique the partial brochure, in writing on a separate sheet of paper, pointing out errors in layout as well as ways in which the content is inappropriate or ineffective.

The Center rounds out the educational process by providing occupational experiences that lead to employment and/or continued education. For students interested in immediate employment after high school, the Center offers practical experiences that help prepare them for specific occupational fields: Business and Office Education, Data Entry Systems, Auto Mechanics, Welding, Commercial Arts, Food Services, Distributive Education, Electricity, Carpentry, Masonry, Forestry Services, Telecommunications, Drafting, and Machine Technology. The Center offers students the opportunity to develop decision-making skills, to choose career options, or change career directions. In addition, the Center is a working/learning center where students develop attitudes concerning the significance of all types of work. To ensure program effectiveness, the Center's approach to its variety of goals is experience-oriented, broadly based, and open to change. Each program is individualized, based on a list of course proficiencies reflecting the criterion-referenced approach and verified through periodic occupational analysis. Proficiencies attained by each student are certified by the instructor at the end of the course.

Staff provides a program of guidance and counseling that enables each student to select and prepare for a career suitable to his or her interests, abilities, needs, and aspirations. The placement program serves all students, those going to work as the next step, and those planning to get further education and training. Follow-ups are conducted of all students. Orientation to Center courses is provided with cooperation of junior high, high school, and senior high principals, counselors, and teachers. Information is provided on the job market and training requirements for occupations to counselors in all secondary schools.

FOLD LINE

4. Following is an outline of a presentation an administrator plans to make at the dinner concluding the open house event. Critique the outline, in writing on a separate sheet of paper, pointing out problems with the planned content of the presentation.

The Need for Cooperation Between Business/Industry and Vocational Education

I. Introduction

A. Our country is facing both an economic and an energy crisis that has affected, and will continue to affect, every person in this room.

B. We need to work together if we are going to be able to overcome these problems and educate our children for the challenges of the future.

II. Main Idea

A. Working as a team, we can meet the challenge of preparing our human resources effectively.

B. Most of us have children who are preparing themselves for careers, and we realize the need to adequately prepare them for the occupations of the future.

C. Certain problems and conflicts are keeping us from meeting our goals.

D. We need your help to overcome these problems.

III. Body

A. Enrollments and expenses are increasing, but our budget has not kept pace.

(read enrollment statistics for past four years; present budget figures by department)

B. Although we are a fairly new facility, our equipment in certain programs is already out of date.

(give examples; ask audience to point out other examples they noticed while touring the facility)

C. Counselors continue to use JPVC as a "dumping ground" for problem students.

(relate anecdote about the former student in food services who tried to slip hallucinogens into the cake batter)

IV. Conclusion

A. With your help, we can develop the kind of program here at JPVC we all want and need.

B. Some of the things you should do are as follows:

1. Serve on advisory committees
2. Provide training stations
3. Donate equipment and materials
4. Hire our graduates

Compare your completed written responses to the "Case Situation" with the "Model Responses" given below. Your responses need not exactly duplicate the model answers; however, you should have covered the same major points.

MODEL RESPONSES

Part II: Open House Plan

The same types of decisions and procedures that go into developing your overall promotional plans will be involved in planning a major promotional event such as an open house.

1. The following key school and district personnel should be involved in planning the open house: building administrators, teachers, and counselors.

   The building administrator(s) at JPVC must be heavily involved in planning activities, setting up the facilities, monitoring staff and student preparations, and promoting the event in-house.

   Teachers will have major responsibility for identifying and preparing activities designed to acquaint visitors with each program: student skill demonstrations, presentations, laboratory tours, displays of student work, etc. They can provide basic program data and student success stories, coordinate student participation, and help ensure that classrooms and laboratories are set up properly and "in shape" for visitors.

   Counselors can also assist by providing data on students' skills and achievements, employment trends, and follow-up results.

   All of these persons will be interested in and affected by the outcomes of the open house. Thus, they should be involved in identifying objectives, planning appropriate activities, and publicizing the event. On a practical level, the more people you involve, and the more you are able to spread the responsibility, the more you can accomplish.

2. The event should be held sometime in the spring; probably March or April would be best. For one thing, at least three months lead time will be required to make all the arrangements and preparations for this schoolwide event, and to

allow guests to arrange their schedules. One consideration is that not much will get done during the busy holiday season in December. In terms of the needs of students and employers, spring is the time when most graduating seniors send out their credentials and start serious job seeking.

3. The background data that might be of help to you in developing your plans for the open house include the following:

   - Names of employers of past graduates
   - Advisory committee lists for each program
   - Guest lists from previous open houses and other such events
   - Placement data by program
   - Employer feedback on program strengths and weaknesses and the skills possessed by graduates (<u>why</u> are recent placement figures less encouraging than expected?)
   - Existing promotional materials usable as is or adaptable to this event
   - Basic program information for each area

4. Since your overall goal is to encourage local employers to hire this spring's graduates, your primary audience will be these employers, i.e.:

   - Past employers
   - Prospective employers, including employers representing all sizes of businesses related to each vocational area; company owners/managers

   In addition, you will want to reach persons who influence (or can influence) hiring and placement, e.g.:

   - Personnel directors
   - Bureau of employment services representatives
   - Representatives of local, state, and federal government personnel offices
   - Placement staff
   - Chamber of commerce representatives

   Others who should attend include the following:

   - Advisory committee/council members
   - Board of education members
   - Superintendent and other top administrators

5. Again, if your overall goal is to encourage the hiring of this spring's graduates, your specific objectives should be aimed at informing your target audiences and encouraging them to take the action you want. Following are some suggested objectives, each of which has implications for the types of activities and materials that could be available at the open house:

   - To inform prospective employers about existing programs and types of training
   - To inform prospective employers of the availability of graduates for employment and the skills possessed by trainees
   - To allow guests to view programs in action and talk with seniors
   - To develop a list of prospective employers for placement opportunity follow-up

6a. Concerning the types of advance publicity you will use, answers will vary somewhat. However, you should have considered some of following techniques in your response.

Because this event is not intended for the general public, and is targeted at some specific groups and individuals, you can reach many of the people you want to attend by sending letters of invitation directly to them or to contact persons within each group. Copies of appropriate brochures could be included with these letters. Follow-up announcements, perhaps in the form of flyers giving the date, location, person to contact for further information, etc., could be sent just prior to the event.

Considering the size of the district (city and adjoining suburbs), however, it will probably not be possible to identify and send letters to everyone you want to reach. In addition, some people may ignore the invitation unless other types of publicity bring the event to their attention and motivate them to attend.

Thus, you will also want to publicize the event through public service announcements and news releases (to daily and weekly papers) targeted directly at past and prospective employers and others directly involved in hiring and placement. These items should explain what they will see and how they can benefit from attending.

Well-timed newspaper articles (or news releases) on the successes of past graduates could generate interest among pro-

spective employers in visiting the institution and talking to current students.

Assuming that there are business news programs on local radio or TV stations, you can reach your intended audiences by submitting PSAs or news items for airing on these programs.

6b. The activities and promotional materials selected for the open house should be keyed directly to the objectives you have identified. Although answers will vary, the following are some items you should have considered, given the overall goal of the open house:

- Student skill demonstrations
- Displays of student work
- Tour of the facilities/laboratories
- Exhibits/bulletin boards featuring pictures of successful graduates on the job
- Brochures providing program descriptions
- List of graduating seniors available for employment; list of placement counselors, vocational instructors by area, with phone numbers (who to contact)

Other possibilities include holding an auditorium program involving school staff, advisory committee members, past employers, successful graduates, etc. (Past employers might be asked to discuss successful experiences with hiring JPVC graduates, the quality of their training and preparation for the world-of-work, etc.)

If a luncheon or dinner will be part of the day's activities (a good idea), certificates of appreciation could be presented to employers who have supported the program, or outstanding students could be recognized.

A slide/tape giving guests an overview of the school and its program could be shown (once, if there is a set schedule of activities, or periodically, if a more flexible schedule is planned)

7. In preparing for the open house, your role should be that of initiator, coordinator, and monitor. As such, you should do the following:

- Meet with the building administrator to set the date for the event and make preliminary plans (e.g., clear date with other events, decide who should be involved in the planning, set up planning meetings)

- Hold planning meetings and, working with the building administrator, delegate specific responsibilities to teachers, counselors, supervisory staff, etc.
- Set up a planning calendar to identify who has to do what by when
- Hold staff meeting with teachers, etc., to discuss and plan lab/shop displays, demonstrations, student roles
- Prepare the B/I/E Day agenda
- Monitor preparations; ensure that advance publicity is going out on schedule
- Make "last minute" checks of facilities, materials, etc., to ensure that everything is in order

Part III: Promotional Techniques

1. The public service announcement (PSA) has problems with form and content. The problems with form are as follows:

   - Does not give the name of the person to contact
   - Does not indicate length of message in seconds
   - Does not give air date
   - Is not in all caps

   Concerning content, the PSA does not tell the target groups why they should come and what they will see if they do. (The information given on students' training and the updating of programs is relevant to employers' needs and interests, but is not stated in those terms and does not specifically say that guests will see and hear evidence of this high-quality training. The dinner, which is an added attraction, is made to seem the primary reason for the event.)

   In addition, the PSA is too long and involved for a PSA announcing an open house. And finally, no address is given for the center, and no telephone number is listed to call for further information.

2. The news release has problems with form and content. The problems with form are as follows:

   - Gives a headline (this should be left for the editor/reporter to decide)
   - Is not double-spaced
   - Has margins that are too narrow

Concerning content, the news release does not start with the "5 Ws" and "H": who, what, when, where, why, and how. These should come in the first, not the last, paragraph of the release.

Second, the headline and first two paragraphs are extremely negative and bound to offend the key target audience--local employers. In addition, they put the focus on problems (and possible weaknesses in your program), rather than on attracting employers to the open house.

Finally, the key statement concerning the "pool of . . . prospective employees" comes too late, after a negative image has been created.

3. The brochure has problems with layout and content. Concerning the layout, there is too much unbroken copy, with no headings or illustrations to break up the text, and overly long paragraphs. The amount of reading looks forbidding. In addition, the various program offerings should be broken out from the text (e.g., in a two-column list) so that they stand out and catch the reader's eye.

   Concerning content, there is too much information, aimed at too many different audiences. Do employers need to know about the counseling, placement, and orientation services of the school, or is this information really aimed at students, parents, and counselors?

   Second, the language is too "lofty" and general to give employers a concrete picture of what students can do and how your program is relevant to their needs, and the writing style is anything but lively.

   Finally, the key information that would attract employers and explain why they should hire your graduates is either "buried" in text that approaches "educationese" or not stated at all. For example, if students are given up-to-date, hands-on training in skills identified and approved by industry, why not say so? If instruction is competency-based, with performance standards drawn from industry requirements, why not explain this simply and clearly? Why not mention the role of advisory committees here, or the background and experience of your instructors?

4. In the presentation, the theme of cooperation between business/industry and vocational education is certainly relevant to the overall goal of the open house. Unfortunately, this theme is never really developed, and the needs and concerns of the audience have been forgotten.

First, instead of exploring the "working as a team" idea, the speaker plans to speak only of what business/industry should do, an approach that may well turn off the listeners. The speaker should plan to emphasize how the students could benefit business/industry.

Second, the presentation focuses on problems and conflicts faced by the center, creating a negative image of your program and trainees (out-of-date equipment, problem students).

Third, discussions of budget problems and the lack of understanding of feeder-school counselors are inappropriate for this particular audience on this occasion.

Fourth, reading the enrollment and budget statistics is bound to put most of the audience to sleep.

Finally, although asking for comments from the audience is, on the surface, a good way to generate interest and involvement, in this case it only draws attention to weaknesses in your program. It would be more appropriate to ask for comments or questions at the end of the presentation.

There are at least two additional things the speaker could have done to improve the presentation. Since advisory council/committee members are in the audience, they could have been publicly recognized and thanked for their valuable service. In addition, since donations of equipment are being sought, the speaker could have encouraged such donations by reminding employers that equipment donations can be used as a tax credit.

Level of Performance: Your responses should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Reaching Your Audience," pp. 37-69, or check with your resource person if necessary.

If you wish to try your hand at developing some promotional materials, you could revise or rewrite the four items you critiqued, using the model critiques to guide your revisions.

For in-depth information and practice on several of the promotional techniques covered in this module, you may wish to review one or more of the following seven modules in the Professional Teacher Education Module Series developed by The Center for Vocational Education:

- Develop a School-Community Relations Plan for Your Vocational Program, Module G-1
- Give Presentations to Promote Your Vocational Program, Module G-2
- Develop Brochures to Promote Your Vocational Program, Module G-3
- Prepare Displays to Promote Your Vocational Program, Module G-4
- Prepare News Releases and Articles Concerning Your Vocational Program, Module G-5
- Arrange for Television and Radio Presentations Concerning Your Vocational Program, Module G-6
- Conduct an Open House, Module G-7

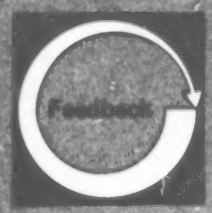
These modules are designed for use by vocational teachers. However, the information on how to develop and use various promotional materials and techniques is equally relevant to vocational administrators.

Learning Experience III

OVERVIEW

Given background information on a hypothetical school situation, develop a plan to promote the vocational education program in that situation.

You will be reading the "Case Situation," pp. 89-90, and developing a plan for publicizing and promoting the vocational education program in the situation described.



Your competency in developing a promotional plan will be evaluated by your resource person, using the "Promotional Planning Checklist," pp. 91-93.

NOTES

Activity

The following "Case Situation" provides background information for you to use in developing a plan for promoting the vocational program of a hypothetical area vocational center. Read the situation described, and then develop a promotional plan for one year.

Since this is a hypothetical situation, you will not be able to develop as thorough a plan as you would in a real situation (e.g., you don't know exactly what media outlets are available in this community, and you can't really assign responsibilities--other than those normally handled by the public relations director--unless you know the work loads and skills of your staff). However, you can indicate in at least a general way what you would do, and you should feel free to use your imagination to fill in gaps (e.g., the dates of school holidays).

CASE SITUATION

You have been appointed as the local school administrator of a new area vocational center that will open in the fall. The building will be completed in early spring. The facility is designed to house 760 secondary students (2 sessions of 380 students each). Students will be bused in from five (5) feeder high schools located in the eastern area of the school district. There are four other area vocational schools in the district. Fourteen different programs will be offered, including business and office, data entry systems, auto mechanics, food service, carpentry, drafting, and machine technology.

You will have a counselor and assistant principal employed by March 1, and there is a public relations director for the school district. A reasonable amount of money has been allocated for promotional purposes; you are responsible for deciding how these funds can most effectively be used. The new school is located in a suburb of 10,000 people with an active mayor and city council.

Feeder Schools:

1. Thomasville High School--upper middle income area with low minority enrollment. Many students drop out because of lack of interest in academic offerings.

2. Midville High School--average socioeconomic base with cross-section of academic ability. Balanced racial/ethnic mix. Some exceptional education classes.

3. Falconer High School--middle income area with both rural and suburban students. Most students go to work after graduation. Achievement levels are average and below.

4. Wheatfield High School--small school with lower income base, primarily rural. Students achieve at one grade below grade level. Students come from conservative homes with reputation as hard workers. Low minority enrollment.

5. Strong High School--lower socioeconomic base with high percent of minority students. Students achieve on the average of two grades below national level. Has recently implemented a gifted student program.

Problems You May Encounter:

1. The principal of Thomasville High has said privately that he will send all of his "troublemakers" to your school.

2. Wheatfield High students (and their parents) are extremely unwilling to leave the community in which they live.

3. The Falconer High principal says she can fill your school with her students alone.

4. Counselors in three of the five high schools have shown a negative attitude toward vocational education in the past.

5. The news media is down on education in general.

6. The state department is pushing you to increase nontraditional enrollments.

7. Data entry systems is an entirely new program in the district.

After you have developed your promotional plan, arrange to have your resource person review and evaluate your work. Give him/her the "Promotional Planning Checklist," pp. 91-93, to use in evaluating your work.

Name _____

Date _____

Resource Person _____

PROMOTIONAL PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. The completed promotional plan clearly identified the following:				
a. the key target audiences.....	☐	☐	☐	☐
b. the promotional goals and objectives for the year.....	☐	☐	☐	☐
c. the promotional methods, media, and materials to be used.....	☐	☐	☐	☐
d. the types of individuals/groups to be involved in planning and conducting the promotional effort.....	☐	☐	☐	☐
e. how the promotional effort will be evaluated.....	☐	☐	☐	☐
2. All activities were scheduled on a master calendar/time line.....	☐	☐	☐	☐
3. The key target audiences identified included:				
a. feeder-school principals.....	☐	☐	☐	☐
b. feeder-school counselors.....	☐	☐	☐	☐

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
c. prospective students.....	☐	☐	☐	☐
d. parents.....	☐	☐	☐	☐
e. media personnel.....	☐	☐	☐	☐
4. The identified goals and objectives indicate that the promotional program will address the following areas:				
a. informing all students about the opportunities available in the new area vocational center.....	☐	☐	☐	☐
b. ensuring that students in all five feeder schools have access to the center (i.e., that one school will not be allowed to fill it up).....	☐	☐	☐	☐
c. increasing the understanding and support of feeder-school counselors....	☐	☐	☐	☐
d. ensuring that feeder-school principals understand the nature and goals of vocational education programs.....	☐	☐	☐	☐
e. alleviating parents' concerns.....	☐	☐	☐	☐
f. gaining media support for vocational education.....	☐	☐	☐	☐
g. encouraging nontraditional enrollments.	☐	☐	☐	☐
h. publicizing the new data entry systems program.....	☐	☐	☐	☐
5. A variety of promotional methods, media, and materials was identified.....	☐	☐	☐	☐
6. The promotional techniques selected were appropriate to:				
a. the target audiences to be reached.....	☐	☐	☐	☐

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
b. the areas to be promoted.....	☐	☐	☐	☐
c. the available staff and funds.....	☐	☐	☐	☐
7. Activities were scheduled so as to ensure a timely and continual flow of promotional information.....	☐	☐	☐	☐

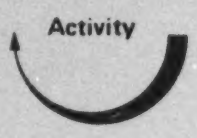
Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the administrator and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, promote the vocational education program.*



As part of your administrative responsibility, promote the vocational education program. This will include--

- developing a complete promotional plan for one year
- assigning responsibilities as appropriate to your situation
- conducting at least one promotional activity
- monitoring promotional activities
- evaluating the promotional effort

NOTE: As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written promotional plan to him/her for review before you proceed with your actual promotional efforts.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

Arrange to have your resource person review your promotional plan, any sample promotional materials developed under your leadership, and any other documentation of your activities. If possible, arrange to have your resource person observe at least one instance in which you are directly involved in promotional planning or activities (e.g., working with an ad hoc committee; making a presentation; planning or conducting a tour).

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 97-100.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in promoting the vocational education program.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Promote the Vocational Education Program

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In promoting the vocational education program, the administrator:						
1. determined (and/or prepared and recommended) public relations policies and guidelines.....	☐	☐	☐	☐	☐	☐
2. involved appropriate others in planning the promotional effort (e.g., formed an ad hoc committee), including:						
a. institutional personnel.....	☐	☐	☐	☐	☐	☐
b. advisory committee/council members.....	☐	☐	☐	☐	☐	☐
c. students.....	☐	☐	☐	☐	☐	☐
d. parents/community representatives.....	☐	☐	☐	☐	☐	☐
3. gathered adequate background information concerning the vocational program and past promotional efforts.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
4. accurately evaluated past promotional efforts.....	☐	☐	☐	☐	☐	☐
5. identified the key target audiences to be reached, including both:						
a. internal publics.....	☐	☐	☐	☐	☐	☐
b. external publics.....	☐	☐	☐	☐	☐	☐
6. identified the opinion leaders and contact persons within these publics.....	☐	☐	☐	☐	☐	☐
7. identified what areas should be promoted, using the following steps:						
a. determined general areas that need to be promoted.....	☐	☐	☐	☐	☐	☐
b. established clear goals and objectives.....	☐	☐	☐	☐	☐	☐
c. set priorities among goals and objectives.....	☐	☐	☐	☐	☐	☐
8. identified promotional methods media, activities) that were appropriate to:						
a. the audiences to be reached...	☐	☐	☐	☐	☐	☐
b. the goals and objectives of the promotional effort.....	☐	☐	☐	☐	☐	☐
c. the resources available (money, time, personnel).....	☐	☐	☐	☐	☐	☐
d. district/institutional policy.	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
9. considered and arranged for the preparation and use of a variety of promotional techniques and media, including:						
a. news releases for internal and area media.....	☐	☐	☐	☐	☐	☐
b. radio and TV public service announcements.....	☐	☐	☐	☐	☐	☐
c. public presentations.....	☐	☐	☐	☐	☐	☐
d. informational programs (e.g., open houses, tours, career awareness programs).....	☐	☐	☐	☐	☐	☐
e. exhibits and displays.....	☐	☐	☐	☐	☐	☐
f. brochures.....	☐	☐	☐	☐	☐	☐
g. bulletins and other communications designed to keep all staff informed.....	☐	☐	☐	☐	☐	☐
h. recognition programs for students, staff, and community supporters.....	☐	☐	☐	☐	☐	☐
i. meetings and conferences with visitors.....	☐	☐	☐	☐	☐	☐
10. prepared a master schedule (calendar, time line) of promotional activities that identified:						
a. what was to be done.....	☐	☐	☐	☐	☐	☐
b. who was responsible for each activity.....	☐	☐	☐	☐	☐	☐
c. when it was to be done.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
11. planned the schedule so as to ensure a timely and continual flow of promotional information and activities.....	☐	☐	☐	☐	☐	☐
12. implemented the promotional program, including:						
a. assigning and explaining responsibilities.....	☐	☐	☐	☐	☐	☐
b. monitoring the promotional effort to ensure that plans were carried out on schedule..	☐	☐	☐	☐	☐	☐
c. checking written promotional materials for accuracy and clarity.....	☐	☐	☐	☐	☐	☐
d. providing any necessary support.....	☐	☐	☐	☐	☐	☐
13. provided for structured, ongoing evaluation of the promotional effort based on criteria such as:						
a. the degree to which the planned activities were implemented.....	☐	☐	☐	☐	☐	☐
b. results in terms of enrollment, placement, etc.....	☐	☐	☐	☐	☐	☐
c. informal feedback within and outside the institution.....	☐	☐	☐	☐	☐	☐
d. amount of media coverage obtained.....	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

Additional Recommended References

American Association of Agricultural College Editors. *Communications Handbook.* Third Edition. Danville, IL: The Interstate Printers and Publishers, 1976.

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Walling, Donovan R. *Complete Book of School Public Relations: An Administrator's Manual and Guide.* Englewood Cliffs, NJ: Prentice-Hall, 1982.

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Competency-Based Administrator Education Materials

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- Guide to Using Competency-Based Vocational Education Administrator Materials
- Resource Person's Guide to Implementing Competency-Based Administrator Education Concepts and Materials
- An Introduction to Competency-Based Administrator Education (slide/audiotape)

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

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